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ABSTRACT

In this unit, students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land. Students draw from historical and community resources (maps, photographs, oral histories, newspapers) to demonstrate an understanding of the growth and development of their local community. The focus is on the population, land use, transportation, and businesses of the community today and how these areas of the community have grown and developed over time. Students determine the impact of the population boom; the coming of the railroad; the development of new sources of water; and the beginning of new industries such as aviation, agriculture, oil, shipping, and cinema. Suggested unit implementation time is 8 weeks. Following a unit description, the lesson plan provides teacher background; lists focus questions; and presents information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." The lesson assessment is integrated with the instruction and occurs throughout the unit and in the "Culminating the Topic" section. The focus questions provide a framework for the evaluation of the lesson. Extended/correlated activities are suggested. Contains an extensive resource list for the sample topic. Appended are sample worksheets and additional information sheets. (BT)

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ED 461 600

CALIFORNIA History-Social Science Course Models

Growth and Development of a Community

Grade 3 Model Lesson for Unit 6, Standard 3 & 5

Written by Rosie Becerra Davies, Denise Smith, and Susan Mastin with Dr. Priscilla Porter

SO 033 562

1999

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Unit 6: Growth and Development of a Community

Standard 3: Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land, in terms of:

1. the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including the cultural and religious traditions and contributions
2. the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship
3. why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories, letters, newspapers)

Standard 5: Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region, in terms of:

1. how local producers have used natural resources, human resources and capital resources to produce goods and services in the past and the present
2. how some things are made locally, some elsewhere in the U.S., and some abroad
3. how individual economic choices involve tradeoffs and the evaluation of benefits and costs
4. how pupils "work" in school develops their personal capital

Sample Topic for Standard 3 and 5: **Suggested Time: 8 weeks**

Draw from historical and community resources to study the population, transportation, land use, and businesses of the local community; and, how the community has grown and developed over time.

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DESCRIPTION OF THE UNIT:

Upon completion of this unit, students will be able to draw from historical and community resources (maps, photographs, oral histories, newspapers) to demonstrate an understanding of the growth and development of their local community. The focus is on the population, land use, transportation, and businesses of the community today and how these areas of the community have grown and developed over time.

Students will determine the impact of the population boom; the coming of the railroad; the development of new sources of water; and, the beginning of the new industries such as aviation, agriculture, oil, shipping, and cinema. Each of these events affected the population, transportation, land use, and businesses of the local area. The use of census materials, advertisements, photographs, transportation schedules, and other primary sources will help students understand the transformation of local community as it enters the 21st century.

Teacher Background

***Note: Some of the content in this section is community-specific and needs to be adapted to your community and/or county. Revise the Teacher Background Section to fit your community. To adapt this unit to your community, it is recommended that you:**

- locate census materials for your community (or region - county)
- research the transportation systems developed in your region
- locate early maps and photographs of your community to show changes in land use
- research the growth of businesses (such as agriculture, oil, shipping, aviation, cinema) in your community (or region)

Before beginning this unit, it is recommended that you locate reference materials and primary source documents for your students. It takes time but you can get started with a few pertinent resources and your students can gather additional materials. Begin with your local community although you may be able to save time by contacting a county, state or federal office that can either provide the information you are seeking or help you identify the most appropriate person to help you. The following list is suggestive and not exhaustive.

General Sources

- a local library
- historical societies
- telephone directory or directory for city hall - look for a list of the departments that serve the city such as the transportation department
- the city clerk or city historian
- long-time residents of the community

Sources for Population: *Locate information on the population of your community.

- Census - conducted by the U.S. Bureau of the Census every ten years. For example, the 1970 census book would be titled *1970 Census of Population* and be printed by the US Governmnet Printing Office
- City Directory - these were published for each city from the 1880s until the 1940s and can be

found in some local libraries and in major libraries such as the Los Angeles Public Library. The Los Angeles County Museum of History also has a large collection. The city directory is like a telephone book in that it includes an alphabetical listing of all the residences and businesses along with their addresses. The business advertisements include invaluable insights into what is important in the city at a specific point in time.

- Public School Records and Yearbooks - these provide useful information about the demographics of a community. A study of a class photo in a high school yearbook can reveal the interestes of that generation - the clothes they wore, the clubs they joined, the sports they played, etc.
- Local Cultural/Ethnic Organizations
- Calendar of Local Events

Sources for Transportation: *Locate information on transportation in your community, including time schedules and maps from now and long ago.

- Department of Transportation
- Department of Public Works
- Public transportation agencies
- Yellow pages of the telephone directory

Public transportation has been tied to real estate promotion virtually from the beginning. The transcontinental railroad was completed on May 10, 1869. The Central Pacific and the Union Pacific joined together at Promontory Point, Utah. This linked California to the Eastern part of the country. Up until this point in history, California had felt isolated from the rest of the country, especially during the Civil War. In 1876, the Southern Pacific Railroad linked Los Angeles with San Francisco and thus the rest of the country. Nine years later the Santa Fe competed with the Southern Pacific to bring multitudes of people to California.

Other types of transportation, such as shipping, have played an important role in the development of many California communities. Look for early photographs and maps that show the existence of transportation systems during the late 19th and 20th centuries.

Sources for Land Use: *Locate information on land use in your community, including recent and old maps and photographs for students to compare and contrast.

- Thomas Bros. Education Foundation. Ask for maps of your community dating from 1943. Provide the page numbers of your community from a recent guidebook as well as the edition (date) you are using. http://www.thomas.com/pro/xmaps.html
- US Geological Survey - Telephone 1-800-USA-MAPS and ask for ordering information for the Topological Map Index and Aerial Photographs and Satellite Images. Local map stores often stock these invaluable resources.
- AAA (American Automobile Association)
- City archives - maps and photographs of the city from now and long ago
- City Planning Department
- Local land developers

William H. Kahrl, in the *California Water Atlas* (1979) said, "Water lies at the basis of the modern prosperity of California, and the history of the state is in large part the history of water development." Many of the urban communities in California have a small percent of the state's

natural water supply, and even this is endangered by frequent bouts of drought, such as the great drought that began in 1863 and destroyed the cattle economy. Many existing rivers are intermittent and untrustworthy as sources. The water engineering projects that began in the early 1900's helped to determine the future land use in the urban centers of California. Water continues to play an important part in how the land is used. Water is delivered to homes from several types of purveyors - city-owned water departments, water districts, private companies, or mutual companies. Research your local community to find out where these local suppliers (retailers) obtain the water?" Common sources are wells, local streams and lakes, purchased water from a specially formed water wholesaler (i.e. Metropolitan Water District in the Los Angeles area), and water imported from a distance by larger cities (i.e. Los Angeles Department of Water and Power, San Francisco Water Department and Oakland Municipal Water District.)

Sources for Business: *Locate information about the businesses in your community.

1. City Directories (see Population section above)
2. Chamber of Commerce
3. Yellow pages of the telephone directory
4. Newspapers

During the late 19th and early 20th centuries, the larger job market still centered on agriculture. Shipping grew tremendously after the opening of the Panama Canal in 1914. By the 1920's some communities of California had become an economic giant in shipping, petroleum, agriculture, and/or cinema. (Note: By the mid-forties, California became an industrial giant, particularly in aeronautics. By the eighties, it became the banking center of the Pacific world.)

FOCUS QUESTIONS:

1. What is the population of our community and how has it changed over time?

2. What types of transportation have been developed to serve the growing population of our community?

3. How is the land used in our community and how has this use changed over time? What part has water played in this change?

4. What key industries (businesses) exist in our region and how have these changed over time? (i.e., agriculture, oil, shipping, aviation, cinema)

BEGINNING THE TOPIC

Moving to a New Place - a Quick Write

Ask students to write and share a time they moved or went to a new place. "Where did you go? How did you get there? What was the new place like? Was it what you expected?" (Note: It is helpful to have the teacher model the task by first sharing information about a time when you have moved.)

Using Literature to introduce the Graphic Organizer

Begin by doing a "picture walk" of the book *Aurora Means Dawn* by Scott Russell Sanders. As you show the illustrations in sequence, have the students predict what might be happening. Read the story to check the accuracy of their predictions. (Note: If *Auroa Means Dawn* is not available, another literature selection showing early settlement of a community may be substituted.)

Ask students questions such as:

- What were the reasons the Sheldon family moved to Aurora?
- How did they get there?
- What was it like when they arrived?
- Was it what they expected? Why or why not?
- What might have been the fears and frustrations the family felt throughout the story.
- How does the founding of Auroa, Ohio compare to the settlement of our community?

Community Graphic Organizer:

Reproduce the Community Graphic Organizer (Appendix 1) on a sheet of chart paper or on a transparency. The topics include:

Population Land Use Transportation Business

As you review *Aurora Means Dawn* page by page, record on the graphic organizer respones to the following questions.

•Who were the first people to settle in Aurora? (population)
•What was the land like and how was it used? (land use)
•What type of transportation was used in Aurora? (transportation)
• What businesses were located on the land company map? (business)

What do you think happened after this story ended? Ask students to locate the community of Aurora, Ohio on a map of the United States or using the Internet. Discuss the growth that has occurred in Aurora and point out that it is now large enough to be included on state maps, but it is not large enough to be included on maps of the United States.

Community Maps - Today

Distribute copies of a recent map of your community to student pairs or groups. If possible give each group a magnifying glass for studying their map up close. It is helpful to also make an overhead transparency of the same map for teacher use. Ask students questions such as:

- What is the purpose of this map?
- Can you locate _____? (Identify certain specific features on the map.)
- What are some of the symbols used on the map? What do these symbols represent?

If the map does not have a coordinate grid, you might create one so that locations will be easier to identify. For example, draw vertical lines at one inch intervals. Label the vertical axis lines A, B, C... Draw horizontal lines at one inch intervals. Label the horizontal axis lines 1, 2, 3... If you do not wish to draw lines on the map, create a template using an overhead transparency that may be placed over the map for work with coordinates.

Have students work as a total class, in pairs, or in collaborative groups to identify symbols and create a map legend to represent what is located in the community. (Note: Symbols will vary on different maps. The Thomas Bros. Map Guides provide a detailed symbol key for use with their maps.)

After sharing and discussing the map legends, ask students what they can infer about your community by looking at this map:

- What does the map tell us about the population of our community? (There must be children because there are lots of schools. Some of the people are religious because there are churches, etc.)
- What information can we infer about land use from the map? (There are few areas of open land. The land is used for streets, parks, churches, stores, schools, a hospital, public buildings, etc.)
- What information can we infer about transportation from the map? (There are many cars that travel through the community because there are many roads and freeways; the community has other transportation systems such as an airport and railroad tracks.)
- What information can we infer about businesses in our community from the map? (People work at different jobs such as teachers, police officers, store workers, doctors, etc., because of the schools and businesses located on the map.)

Constructing a Map of Our Community Today

Using a map of your community, create a template the same shape as your community. Provide students with the template so they can trace the perimeter of the city on a sheet of paper to make their own map of the community. Determine a scoring guide for the map appropriate for your community. For example, you may have students include the title of the map; the cartographer's name (student's name); a map key; at least 4 major streets; a mode of transportation other than roads; 4 major businesses; 1 educational institution; and other appropriate information. Each student adds the pertinent information to his/her map according to the scoring guide

DEVELOPING THE TOPIC:

Write the following four topics on the board or on sentence strips: **population, land usage, transportation** and **business**. Remind students that these are the same topics that were used for the book *Aurora Means Dawn*. In this unit we will use these main topics to study about the growth and development of our local community.

Focus Question: What is the population of our community and how has it changed over time?

Quick Write - Partner Share
Ask students to predict what they think the word "population" means. Create definitions in student pairs and share the "possible definitions" with the whole group. Compare the student's definition to the actual dictionary definition. Highlight the key words in the definition. (A city's population is the count of the people who live there.) Explain that he population of a city is determined by a national census every 10 years. The census includes categories such as men, women, children, age and ethnicity.

Classroom Census
Refer to Unit 4 of the Local History Project for a description of how to conduct and analyze a census. If the classroom population census was not completed at that time, it is recommended you do it now. Begin by listing on the chalkboard the genders of male and female. Have each student put a tally mark next to the appropriate gender. Next, list the different ethnicities represented in your classroom. Have students place a tally mark by the appropriate ethnicity.

If desired, create a pie graph reflecting the ethnicity data shown (See Appendix 2 for a sample.) To make a life-sized circle graph, take string and masking tape to the playground. Have students stand together in the circle and tape their string to the middle of a game circle. Each student then takes the other end and stands equal distant apart around the circle. Students lay down the string and use chalk to trace the sections of the graph on the asphalt. Students label sections and give their graph a title. If desired, group the students by gender or age to create a new circle graph.)

Census Data for Our Community
(*Note: Locate the most recent census data (1990) or current estimated population data for your community or region/county.) Have students analyze the latest census or population figures for your community.

Census Analysis
(*Locate census materials for other decades of your community's history.) Display the census data (Use Appendix 3a if desired.) Share with the students some of your research on the population growth of your community. Ask questions such as:

- What information about our community can you infer from the census data?
- How has the population changed? When? What could be the reason?
- Who could we interview (parents or other community members) to find out more about changes in the population of our community?

Population of A Community Bar Graph:
To demonstrate how to construct a bar graph, use the figures in Appendix 3b and the bar graph template in Appendix 4. Help the students construct a bar graph of the population of Los Angeles in 1870, 1880, 1890, 1900, and 1910. Discuss the growth of the area over time. Ask students why they think the area grew so much between 1870 and 1910:

- Why do you think people wanted to come to California in the late 1800s?
- Why do people want to come to California today?
- How did people get to California? How do they get here today?

Population of Our Community Bar Graph:
Using census information from your community, have students construct a Population Bar Graph to show the population and how it has changed over time. If desired, Appendix 5 may be used as a template, or students can construct their own graph.

Note: If your community was incorporated recently, population figures may not be available since the census is only conducted every 10 years. For example, the City of Carson was not incorporated until 1968 so the only figures available are from 1970 to 1990.

Community Graphic Organizer
Have students record population information from your community or region on the the "population" sector of the Community Graphic Organizer (Appendix 1). Label the time period with the appropriate dates.

Look again at a map of your community today. (Note: A map such as a local Thomas Bros. map is recommended for this activity because it includes symbols for schools, parks, etc.). Ask, "What can we tell about our community's population from this map?" (i.e. There must be children because there are a lot of schools. Some of the people are religious because there are churches...). Record as much information as possible about the population of your community on the graphic organizer.

Community Time Line
Add any pertinent information to the Community Time Line begun in Unit 1. For example, record the census population figures and the current projected population figures, if available.

Why does the population of a community change?
Ask the students how the population of the local community has changed over time? Review the chart, "My Family's Migration to Our Community", developed in Unit 4. Ask, "When did most of the families in our class come to our community? "Why did they come?"

Review "push-pull" factors and relate them to the "trade-offs" or individual economic choices people make when they move to a new place. "What do you "give up" when you move? What do you gain?" In cooperative groups, have students discuss the "benefits" and the "costs" (not only financial) of moving. Share the results.

Why did they come? Document Analysis of a Railroad Advertisement
Display the advertisement "CALIFORNIA - Cornucopia of the World" (Appendix 6). Have

students work in cooperative groups to analyze the advertisement using "Analyze a Document" (Appendix 7) and share their responses.

Have students write a RAFT: You are (Tense) a new landowner in California in the late 1880s (Role). Write a friendly letter (Form) to an East Coast farmer (Audience) explaining the advantages of moving to California.

Role - New land owner in California
Audience - East Coast farmer
Form - a friendly letter explaining the advantages of moving west to California
Tense - present tense

RAFT Assessment: Answer Yes or No
_____I could identify the ROLE you assumed (Calif. land owner)
_____I could identify your audience (East coast farmer).
_____You followed the prescribed form (friendly letter).
_____You used the appropriate tense (present tense)
_____You explained at least 3 historically accurate reasons for moving west.
_____You gave reasons to support your ideas
_____Your letter is well organized

Focus Question: What types of <u>transportation</u> were developed to serve the growing population of our community?

<u>How do you travel?</u>
Explain to students that transportation is the means of getting from one place to another. Have students write on a post-it note how they came to school this morning - walk, bus, car, bicycle... Chart and graph their responses. What other types of transportation are available in our community today? (Examples might include taxi, truck, municipal bus system, subway, monorail, railroad, boat, ship, airplane.) Let students brainstorm ideas and sort them into "Air", "Land" and "Sea" categories.

Ask, "What did we learn about the types of transportation available during the Indian, Spanish and Mexican Periods of California?" "How have transportation methods changed?" "Why have they changed?" Make a chart to record student observations.

<u>Transportation Photo Analysis</u>
Provide students with a series of photographs showing types of transportation throughout California's history. (Refer to Appendix 8 for a few examples.) Have the students analyze the photos and arrange them in chronological order according to the time of their development. Students may need to research some types of transportation to determine the chronological order.

Early Transportation in Our Community (*Use appropriate materials to illustrate the types of transportation used historically in your area. Identify dates for the time line.)

For example, distribute copies of the Pacific Electric Railway Map (Appendix 9). Provide time for the students to "read" the map. Ask them to share their observations and discoveries. "Are there any commonalities between the major roads today and the streetcar system?"

Using the Pacific Electric advertisement (Appendix 9b), have students begin at Los Angeles and trace either the Balloon Route Trolley Trip or the Old Mission Trolley Trip. Students may also work individually or in groups to chose a place they would like to visit and an activity they would like to do when they get there. If desired, have students write their own advertisements using the Pacific Electric advertisement as a guide. (Note: The same activity could be used for your community today using rapid transit schedules.)

The Harbor (*Use appropriate materials to illustrate the types of transportation in your area.)

Discuss with the students that some things are made locally, some elsewhere in the United States, and some abroad. Ask questions such as:

- What goods are produced locally?
- What goods that we use are produced elsewhere in the United States?
- What goods that we use are produced abroad?
- How are these goods transported to our community?

Make an overhead transparency or individual copies of photographs such as San Pedro Harbor taken in 1878 (Appendix 10). Discuss the types of transportation evident in the photograph. What types of goods do you think were transported in and out of the harbor in the late 1800's? How were the goods transported to the people who needed them? Was this a natural harbor? *Provide background information about harbor or major type of transportation in your region.

Community Graphic Organizer and Community Time Line

Have students record transportation information on the "transportation" sector of the Community Graphic Organizer (Appendix 1) and on the Community Time Line.

Current Issues in Transportation

***Pass out copies of current day maps of your county - AAA or Thomas Bros. maps work well.** "What can we tell about transportation today?" Make note of the major highways and transportation systems. Record information on the Graphic Organizer (Appendix 1).

Discuss current problems of transportation and rail. Examine current maps and discuss the problems of moving people and goods. Maps and articles from newspapers can be collected about the transportation systems (such as the Alameda Corridor, new toll roads, increased traffic at the harbor) and how communities attempt to solve these transportation problems. Add any current transportation news to the Community Time Line.

Focus Question: How is the land used in our community and how has this use changed over time? What part has water played in this change?

Ask students what the land is used for outside their classroom window. Explain that land usage refers to the way the land is being utilized. Examples include residential (single family homes, apartments, etc.) industrial, business, farming (agricultural), and public use (parks etc.). (Note: Contact the office of Junior Achievement in your local community or log on to www.ja.org for further information. Their Grade 3 curriculum, *Our City*, which includes instructional materials and volunteer guest speakers, coordinates very well with this unit.)

How is the land used in a community?

Cut out squares or building shapes. Label each one with things found in a community - houses, parks, schools, churches, hospital, factories, retail stores, airport. Attach tape to the back of each shape. Draw lines on the chalkboard to represent three streets. Begin by placing shapes randomly on the board so homes are next to airports, businesses are next to farms, schools are far away from homes. Ask students if they see any problems with this arrangement? How could they arrange it better?

1. What things do we want next to houses? Why? (schools, hospital, parks)
2. Why do we group housing, businesses, and farming areas?
3. What problems are caused by mixing land use?

Take down the shapes and label three streets - Living Lane, Business Boulevard, Rural Road. Have students place the shapes on the streets they think are the most appropriate. (Note: Generally airports and industry are not near Living Lane, etc.)

How does land use in a community change over time?

Using the story *My Place* by Nadia Wheatley, explain that the story chronicles a community's evolution over time. Read the pages from 1988 to 1898. Concentrate on the maps from these two years. It is helpful to have multiple copies of each map so the students can view the details more closely. A color transparency of each map is very useful. Divide the map into quadrants and have groups of students become "specialists" on a specific quadrant. Examine the locations closely - magnifying glasses help. Do an analysis of the land use in each illustration. "What has changed in this community and what has stayed the same?" For contrast, display or pass out a copy of 1788. Have students determine the differences in land use and housing.

How has the land use in our community changed over time?

(*Note: Locate several photographs and maps of your community from today, recent years, and long ago. The Thomas Bros. Educational Foundation in Irvine, California will provide teachers with copies of maps from different decades since the 1940s. You need to locate your school on a current Thomas Bros. Map and provide the Foundation with the page number and copyright date of the guide you are using. When you receive the maps, duplicate each different year on a different color paper so they can more easily be differentiated. If no maps are available, the following activities can be completed using maps of Hometown, USA. Refer to Appendix 11).

Community Maps – From the Past

Pass out copies of maps of your community from earlier decades. It is recommended that you only pass out one year at a time, beginning with the oldest map. Have students "adopt" a 2 inch square section of the map and outline it lightly with a colored pencil. If each map represents the same area (such as the Thomas Bros. maps) outline the same area on each decade map. If desired, draw a coordinate grid on the map or use the template created above. Have students use their magnifying class and their copy of the map. Ask questions such as:

- What is the date of this map? How long ago is that?
- Can you locate the streets of today? Make a list of some of the streets that are the same. Have any of the street names been changed?
- Is our school located on this map? If not, mark the appropriate location of your school.

Continue the discussion of different maps using the inference questions asked above for each of the maps, including a current-day map. Discuss the changes observed for each map used. (For example, you might discover that the 1960 map shows several new streets have been added north of Beverly Blvd. and south of Lincoln Avenue. The city hall was built between 1960 and 1970 because it is on the 1970 map and does not appear on the 1960 map, etc.). Record appropriate observations on the Community Time Line. Draw inferences about the population, land use, transportation, and businesses of the community and how these have changed over time.

Community Photographs – From the Past

Locate and display a variety of photographs (include the date of each photograph) of your community from earlier decades. (See Appendix 12 for an example.) If possible, take photographs of the same location today. Have students analyze the photographs to look for clues about the people, transportation, land use, and businesses in your community.

Compare and Contrast Paragraph

Explain to students that writers use certain **signal words** when they write compare and contrast sentences.

Signal words when you write compare sentences:

too	alike	both	the same as
resemble	as well as	have in common	

Signal words when you write contrast sentences:

but	different	yet	does not appear
however	instead	otherwise	even though
in contrast			

Duplicate the chart on the following page on the chalkboard. The example of the airport and city hall are two sample topics that can be compared.

What is being compared and contrasted?	How are they the same?	How are they different?
airport		airport is shown on 1940 map no airport appears today
city hall		not on 1960 map on 1970 map

Help students write compare and contrast sentences using the signal words. For example:

- The airport shown on the map of the 1940s does not appear on the map of our community today.
- The city hall is not on the 1960 map; however, it is on the 1970 map.

Assist students with the punctuation of the sentences. After writing several compare and contrast sentences, ask students why they think these changes have occurred. As an assessment, have each student write at least three sentences in answer to the prompt "How has our community changed over time?"

Community Graphic Organizer and Community Time Line
Have students record land use information on the "land use" sector of the Community Graphic Organizer (Appendix 1) and on the Community Time Line.

Neighborhood Walk:
Take a walk with students around the school neighborhood. Have them make observations about how the land is used. Help students determine how old their neighborhood is. In what ways might old buildings in the area have been modernized? (new electricity, plumbing, heating, telephones; air conditioning; adding computers, extra lines for a modem, etc.) (Note: This would be a good time to study the architectural styles found in your neighborhood.)

Using a disposable camera, have students take pictures of land use in their community. Include residential, industrial, business, farming, transportation, public use, etc. Upon return, discuss which things are recent developments and which have been the same for many years. Chart responses.

Neighborhood Map
Using the maps in *My Place* as a model, have each student make a map of his/her neighborhood or community, identifying "their place" on the map. Provide as many details as possible. This activity is recommended as a homework project so students can observe "their place." Determine the size of the area to be included. (If desired, this activity can be added to the community map students developed earlier in this unit.)

Have students write a paragraph to describe their map, including the land usage. Ask students what they think will be the same in 50 years? What might be different? What do you think was the same 50 years ago? What might have been different?

Current Issues in Land Use

***Pass out copies of current day maps of your county - AAA maps work well.** "What can we tell about land use in our area today?" Record information on the Graphic Organizer (Appendix 1) begun earlier in the lesson. Discuss current problems of land use. Examine recent maps and discuss the problems with how the land is used. Maps and articles from newspapers can be collected about the land use and attempts to solve these land use problems. Add any current land use news to the Community Time Line.

Where does our water come from? (*Research the local source of water for your community. Contact the local water supplier for information and invite guest speakers.) Water has played an important part in how the land is used in California. Ask students, "How is the water brought to your home?" Suggest that they ask their parents to show them the water bill. "Who does the bill come from - a city-owned water department, a water district, a private company, or a mutual company?"

Ask, "Where do these local suppliers (retailers) obtain the water?" Common sources of water include wells, local streams and lakes, purchased water from a specially formed water wholesaler (i.e. Metropolitan Water District in the Los Angeles area), and water imported from a distance by larger cities (i.e. Los Angeles Department of Water and Power, San Francisco Water Department and Oakland Municipal Water District.) (Note: A more in-depth study of the California Water Project will be covered in Grade 4.)

Share information about the sources of water in your community. Add any pertinent information related to water to the Graphic Organizer (Appendix 1) and the Community Time Line.

Focus Question: What key industries (businesses) exist in our community and how have these changed over time? (*Adapt this section to the early businesses in your community.)

Define "Business" as types of employment or jobs needed to provide the goods and services available in a community. Explain to students that local producers use natural resources, human resources, and capital resources to produce these goods and services. Some goods are produced locally, some elsewhere in the United States, and some abroad in other countries. (Note: Refer to "Identifying Resources – What are They?" in the Extended Activities section for activities related to natural, human and capital resources.)

Types of businesses range from:

- extraction industries (e.g. mining and oil drilling)
- other heavy industries (e.g. refineries, smelting, shipbuilding)
- manufacturing (e.g. clothing and other consumer goods)
- service industries (e.g. retail stores, barber shops, etc.).

Explain to students that some businesses in a community provide a **service** and others produce **goods or products**. A service is something one person does for another. Police officers and teachers provide a service. So do carpenters and plumbers. A doctor provides a service by helping people keep healthy. A product is something that people make or grow, often to sell. Some products that people buy are shoes, clothes, fuel, food and building materials.

Business Card Round-Up **(*Note: Collect business cards from several businesses in the community.)** Have students categorize the cards according to providing a "service" or a "good". Have the students work together to put the cards in alphabetical order. Make a directory with the cards. Indicate which businesses provide a service and which provide a good.

If desired, have students use the directory to pick a business they would like to work for and complete a "mock" application form (Appendix 13).

Yellow Pages Scavenger Hunt **(*Note: Collect copies of the local yellow pages.)**
Have students bring in copies of the local yellow pages or Chamber of Commerce Membership Roster. Send students go on a "scavenger hunt" (Appendix 14) to locate local businesses in the following categories:

Restaurant	Sporting Goods	Bank	Theater
Motel	Shoe store	Beauty salon	Clothing store
Auto repair	Pet store	Carpet cleaning	Florist
Newspaper	Photo processing	Auto dealership	Hardware store

Ask students, "What can we tell about businesses in our community today?" Record information on the Graphic Organizer (Appendix 1) started earlier in the lesson.

Consumer Matrix
Using the scavenger hunt information, have students list 5 goods or services they might use and then locate a local business that can provide the goods or services. Students complete a Consumer Matrix (Appendix 15).

ITEM	Good or Service?	Business Name/Address
Dress	Good	Nu Art Fashion 614 E. Walnut Street Carson, CA 90746
Doctor	Service	Greater South Bay Medical Group 930 E. Dominguez Carson, CA 90746

Businesses Change Over Time
Explain that a community is made up of many different kinds of businesses. Discuss how economic growth can cause a community to change. Some communities change very quickly. Sometimes something happens that causes them to disappear (such as the ghost towns of the gold rush). Sometimes an important cause of population shifts is the availability of jobs. Explain that when jobs are available in a certain place, people tend to move there; when jobs are not available, people leave. Ask students in what ways they think business has created changes in your community.
Refer back to the story of *My Place*. What types of businesses are located on the different maps. Use the copies (or overhead transparencies) of 1988, 1898, and 1788. Using the quadrants

students analyzed for land use, have them identify specific businesses. Which ones remained the same? Which ones changed? Why do you think these changes occurred?

Early Businesses in Our Community
(*Provide information on the early businesses in your community and/or county, including photographs of early businesses. For example, analyze the photograph of the H.G. Garson Meat Market on the north side of Main Street (Compton Blvd.) between Tamarind and Alameda Street, 1892 (Appendix 16).

Discuss the types of goods and services that were available during the growth and development of your community. How do these compare with the goods and services provided today? Have students work in groups to list the types of goods and services they (and their parents) use within a typical day.

Community Graphic Organizer and Community Time Line
Have students record information on the "business" sector of the Community Graphic Organizer (Appendix 1) and on the Community Time Line begun in Unit 1.

Current Issues about Businesses
Discuss with students current issues related to businesses in the local community. Articles from newspapers can be collected about businesses. Add any current business news to the Community Time Line.

CULMINATING THE TOPIC

Note: Several culminating activities are provided in this section. It is recommended that the first three activities be completed by each student. The teacher select among the remaining activities according to the time available and the needs of the students.

Our Community Through Time History Book
Have students complete the final page for their Community History book for "Our Community Today." In the center of the page, students draw a map identifying key locations in the community related to the growth and development of the community. The symbolic border should include pictures of artifacts to illustrate things learned during the unit. Compile together the pages from all six units and staple them together into a booklet. Create a cover.

Our Community Through Time Scoring Guide: A well-developed book includes:
- A cover page with an appropriate title and the author's name
- One page for each of the six units
- A map in the center of each page identifying key locations in the community related to the unit
- A symbolic border for each page with illustrations of appropriate artifacts
- Accurate dates
- A clear understanding of each historical time period
- No historical mistakes
- Clear organization

- Neat work

Time Line of the Local Community

Add dates related to the growth and development of your community to the class time line begun in Unit 3. Ask students to examine and interpret the Time Line of the Local Community. Assess students by asking questions such as:

- How has our community developed over time? How has it changed? How has it remained the same?
- How have changes in one area affected other areas? (For example, how has the growth in the population affected the land usage, transportation systems and numbers and types of businesses?)
- What resources did we use to build the time line of our community?
- How have the developments and changes in the past affected our community today?
- What can we predict about the future of our community?

As a culminating time line activity for the Local History Project, have each student select at least 6 key dates related to the history of your local community and construct his or her own version of the Local Community Time Line.

Time Line Scoring Guide. A well-developed time line includes:

- Appropriate title
- Equal spaces between the dates of the time line (proportional time intervals)
- At least 6 key events related to the history of the local community
- Appropriate dates and events
- No historical mistakes (historical accuracy)
- Clear organization
- Neat work
- Optional: Create a short, written summary of the time line.

Building an Historical Narrative for Our Community

Review together the types of events that have happened in our community over time. When and how was our community settled? How has it developed over time? What were the major events that have happened in our community? What effect did these events have on the people?

As a prewriting activity, ask each student to develop an "historical narrative" for our community and orally share their ideas with the rest of the class. Use the information included on the "Key People in our Community" chart and the "Key Events in Our Community" that were begun in Unit 4.

Have students include the following:

- What natural and man-made geographic features are found in our community?
- How did our community get its name?
- What type of city government does our community have?
- How has our community developed over time? (For example, originally there was no man-made harbor, but today there is.)

- Who were some of the key people who helped shape the development of our community? (For example, Phineas Banning is considered the "Father of the Los Angeles Harbor.")
- What are some of the major events that have happened in our community? (For example, the harbor was dredged and large ships can now dock in our community.)
- What effects have these events had on the people? (For example, many of the jobs in our community are related to the harbor.)

Using the ideas generated during the prewriting activity and the graphic organizers developed during the unit, have each student write expository text detailing the "history" of the community in which they include: (See Appendix 17 for a sample scoring guide.)

- Title
- A paragraph describing the location and geographic features of the community
- A description of the following areas:
  - Government of our community
  - Population of our community
  - Land usage in our community
  - Transportation in our community
  - Businesses located in our community
- An explanation of how the community has changed over time. Use two or more compare and contrast sentences.
- A closing paragraph telling the benefits of living in the community.
- Proper conventions of:
  - Capitalization
  - Punctuation
  - Spelling
- Well organized
- Historical accuracy

Select from one or more of the following culminating activities:

Travel Brochure – My City at a Glance

Collect a variety of travel brochures for different communities. Have the students examine the layout and the type of information provided. Drawing from information gained from the six Local Community History units, each student is to create a local travel brochure (Appendix 18). The purpose of the brochure is to describe the community and provide information for people new to the community.

Major Events and Key People in Our Community that Have Made an Impact on Our Community

Refer to the Major Event and Key People Charts begun in Unit 1. As a review, ask students:

- What are some of the historic events that have shaped the development of our local community?
- What major events are shaping our community today?
- Who are some of the key people who have shaped our local community?

- Who are some of the key people impacting our community today?
- How does our community preserve the legacy of local historic people and events?

As an assessment, have students complete an individual version of the Major Events and Key People chart. Develop a scoring guide with the students to determine the criteria for the chart.

Cavalcade of Local Heroes Pageant

(If available, read *Old Home Day* by Donald Hall. The story traces the growth of a fictional New Hampshire village from prehistory to the bicentennial celebration of its founding. The book serves as a model for looking at the major events and key people in the development of a community and provides an example of an historical narrative. It can also be used for the Cavalcade of Local Heroes pageant. For additional information on the use of this book, refer to Appendix)

Have students each select an historical figure from your community's history to represent for the pageant. Each student is to write an account of the individual selected describing his/her important contributions to the community, historic information about the person's life, and how the major events of the time influenced that person.

If necessary, students may need to do further research on the famous person they will portray. Because of the difficulty of finding information appropriate for third grade students, it is helpful if the teacher collects information and prepares a brief biographical sketch for each person being researched. The biographical sketches can be used throughout the year, as each person is introduced and then again during this research project. If desired, each student may also compile a Biographical Sketch for his/her character. Refer to Appendix 20 for a description of this project.

On the day of the pageant, each student wears a simple costume that represents what the person may have worn in his or her work. Use artifacts that would be associated with the individual; for example, Cabrillo may have a copy of his diary, an architect may have a copy of a blueprint, the first mayor may have a copy of the city charter. The student, in the role of the selected person, reads what he or she has written about the important contributions of the person. Conclude by asking, "Who am I?" Have the other students identify the person and explain how they arrived at their answers.

Students can perform their Cavalcade of Local Heroes Pageant for parents and community groups.

Community Almanac

Explain to the students that they are going to create a "Community Almanac" with each group doing two to three pages for the category they have studied. An almanac is a periodical publication of miscellaneous information. Share samples of different almanacs such as *The World Almanac* and *The Farmer's Almanac*.

If available, read aloud pages for the current month in *Cracked Corn and Snow Ice Cream, A Family Almanac* by Nancy Willard. Look specifically at the topics such as "Worth Knowing," "The Voices," and the "Photo Album." Point out the page layout and the many attractive decorations found on each page.

The topic, such as "Population," should be included at the top of each page of the Almanac. (Note: A large version of the almanac can be made by providing each group with a large sheet of butcher paper.)

Groups should include the following topics from the information they gathered during their research:

Almanac Topic	Information Source
The Voices	Interview
Visual Images	Photographs
Information Worth Knowing	Interesting Facts from the Graphic Organizer
Important Dates	Events from the Time Line

Additional categories may be included. For example, the Population group may include "Dates and Festivals" for different events in the community; the Land Use group may include different maps of the community; the Transportation group may have road maps or bus schedules; and the Business group may have advertisements from local businesses.

Each group should present their "Almanac" pages to the class.

Performance Based Assessment: Class Exhibition

Students work together to develop an exhibit to show what they have learned about the population, transportation, land use, and businesses of the community. Divide the class into four cooperative groups. Each group will make a presentation on one aspect of the exhibit to other classes at a school, to members of the community, or if possible, to the Chamber of Commerce.

Group l: Task: Using census materials, student developed time lines and graphs, students will orally present information learned about the population of the community.
Group 2: Task: Using then and now photographs, time lines, posters, and historical artifacts, students will present information learned that shows the historical transformation of land use in the community.
Group 3: Task: Using then and now photographs, time lines, posters, and historical artifacts, students will present information learned about the development of transportation systems in the local community.

Group 4: Task: Using pictures of then and now and time lines students will present information learned about early businesses of the area reflecting the changes from an agricultural rancho to an industrialized community.

Presentations should include the development of historical ideas, historical accuracy, organization, and be well communicated. Guidelines include:

Development of historical ideas:

- always stays on the historical topic
- uses many important historical facts to support ideas
- shows understanding of the historical time period

shows how the past and the present connect

Historical Accuracy
has no historical mistakes

Organization and Communication
is well organized
has a clear beginning, middle, and end
makes excellent sense
reponds to all parts of the prompt

Rubric:
4- Student will demonstrate and develop one aspect of the exhibit for his group. Work is neat, correctly represented, and delivered in an outstanding manner using an oral presentation checklist.
3-Student develops one aspect of the presentation for his group. Work is neat and correct. Presentation skills are in the average area.
2- Student develops one aspect of the exhibit for his group. Oral presentation skills are lacking; possible problems with neatness.
1- Student did not contribute orally or written to cooperative group exhibit.

ASSESSMENT PLAN:

The assessment of this lesson is integrated with the instruction and occurs throughout the unit and in the "Culminating the Topic" section. The focus questions provide a framework for the evaluation of the lesson. Pairs or groups of students complete some of the assessment activities. It is recommended that a scoring guide be developed (or adapted) by the teacher and the students to show the requirements for each task.

Student work can be assembled into a portfolio. Student products should provide evidence of attainment of the following identified outcomes:

- After reading *Aurora Means Dawn* complete a graphic organizer including
  - Who were the first people to settle in Aurora (population)?
  - What type of transportation was used in Aurora?
  - What was the land like in Aurora and how was it used? (land use)
  - What businesses were located on the land company map? (business)
- Construct a map of the local community that includes a title, the cartographer's name, a map key, at least 4 major streets, a mode of transportation other than roads, 4 major businesses, and 1 educational institution (scoring guide may vary).
- Construct a population bar graph using census figures
- Complete a graphic organizer including facts about the growth and development of the population, transportation, land use, and businesses of the local community (or region)
- Analyze maps of the community from various time periods and make inferences about the population, transportation, land use, and businesses
- Analyze photographs of the community from various time periods and make inferences about the population, transportation, land use, and businesses
- Record pertinent events about the population, transportation, land use and businesses on the Community Time Line

- Construct a time line of the local community with an appropriate title, equal spaces between the dates of the time line, at least 6 key events related to the development of the local community, appropriate dates and events, clear organization, and neat work.
- Discuss current issues about transportation, land use, and businesses
- Complete the Analyzing a Document worksheet using the advertisement "California-Cornucopia of the World"
- Write a friendly letter (form) from a new land owner in California (role) to an east coast farmer (audience) explaining at least 3 historically accurate advantages of moving to California in the late 1800s
- Sort types of transportation into air, land and sea
- Arrange pictures of different types of transportation into chronological order according to their time of development
- Write a compare and contrast paragraph with at least three sentences that describe how the community has changed over time.
- Construct a map of a section of the community to illustrate "My Place"
- Identify the sources of local water
- Alphabetize business cards and sort them into goods and services.
- Complete a mock job application form.
- Use the yellow pages to complete a scavenger hunt to locate businesses in 16 different categories.
- Select 5 items you would like to purchase, determine whether they are goods or services, and locate a business in the yellow pages that provides each of the goods or services.
- Complete "Our Community Through Time" History Book with a cover page, one page for each of the six units, a map in the center of each page identifying key locations in the community related to the unit, a symbolic border for each pages with pictures of appropriate artifacts, accurate dates, no historical mistakes, clear organization, and neat work.
- Use the graphic organizers, the Community time line, and other pertinent resources to write an historical narrative (expository text) describing the population, transportation, land use, and business in the local community and how the community has changed over time and how it has stayed the same
- Write an historical narrative about the local community with a title; an introductory paragraph describing the location and geographic features of the community; a paragraph about the government of the community; an explanation of how the community has changed over time using two or more compare and contrast sentences; a closing paragraph that describes the benefits of living in the community; using the proper conventions of capital letters, punctuation, and spelling; and, a description of the following areas:
  - Population of our community
  - Land usage in our community
  - Transportation in our community
  - Businesses located in our community.

Select additional assessment activities from the following:

- Complete travel brochure describing the community's attributes and reasons people should come to the community.
- Create a Key People and Events Chart for the local community that includes:

- historic events that have shaped the development of the local community;
- major events are shaping the community today
- key people who have shaped the local community
- key people impacting the community today
- ways the community preserves the legacy of local historic people and events.

- Select an historic local person to portray in the Cavalcade of Local Heroes Pageant, write a descriptive paragraph about the character.
- Create a "Community Almanac" using different sources such as an oral interview and old photographs and present the information to classmates in an almanac format.
- Work with a cooperative group to develop an exhibit to show one aspect of the community. (Refer to exhibit guidelines.)

EXTENDED AND CORRELATED ACTIVITIES

- Develop a "Welcome to Our Community" kit to include interesting facts and information about people and events important to the development of the community. Include a "Tourist Brochure" explaining local historic sites and places of interest.
- Have students present a "History Day" celebration where they share the projects developed during the Local History Project units. Invitations may be extended to the community as well as other classrooms.
- Ask students to imagine what "Our Community 100 Years Ago" looked like. Have the students illustrate or write about a section of the community. Research community landmarks and archives for primary sources that can help with the project.
- Write an informative letter to a child that may have lived in your community 100 years ago. Explain the changes they would find if they lived in the community today.

- On a map of the community, locate where each student lives. Ask students to have their parents search for old photographs of their homes and include these on a map of the community with a recent picture of the home. What can you tell from these "old" and "new" pictures?
- Use maps to compare the local community to a nearby community. What do these community maps tell you about the population, transportation, land usage, and businesses of the two communities?
- Compile a list of services provided in your community. Ask parents and friends to evaluate the services your community offers. Does the community have enough parks and recreational facilities? What could be done to try to get the community to increase its services for young people?
- Write an imaginative story using an old photograph of the community.
- Design a birthday celebration for your community. What things are special to your community that you would like to include in the birthday celebration? Who would you invite to speak at the celebration? Why?
- Have students make a community quilt. Each person makes a square to show something about the community. Sew the squares together.

- If not done during Unit 1 "Birth of a City," research street names in your community. Group some streets on a chart and categorize them with the headings of "foreign words," "trees," "people's names," "numbers" and other appropriate categories. How many of the streets are named for important people in United States history? How many are named for people from the local community? Have any of the street names been changed recently? Why? What do street names tell you about the beliefs of the people of your community?
- Have groups of students use illustrations from Jorg Muller's *The Changing City* to identify the transportation, population, land usage and businesses in each illustration.
- Make a three-dimensional map of the central part of your community. Assign each person a section of the community or a building. Use cardboard boxes and color code the boxes to show their use – sell goods, offer services, governmental agencies, etc.
- Make a mural of your community now and a mural of your community long ago.
- Create a slide presentation or video about your community. Include interviews with community leaders and sites of the community. Write the dialogue and record it with music such as Copeland's "Our Town" playing in the background.
- Plan A Community Bus Trip - Using the local Bus Service schedule, students plan a bus trip in their community and trace their route on a local map. Then students can also write the directions using cardinal directions.
- Consumer Guide for Our Community - While on the community bus trip, students go to a mall or group of stores to research the best buys using comparison-shopping. Upon return to the classroom, students put their reports together and create a " A Consumer Guide for Our Community. "
- Future Yellow Pages - Students brainstorm goods and services needed in the future and create a "yellow pages" of the future. Put together in a yellow pages format.
- "A New Business" Map Extension - Students can create and add their "own" business to a map of the community. Students tell why they choose that location.

- Consumer Museum - Students choose from a list of businesses to order an inexpensive product. Students write a business letter requesting an item. Students bring this item after it is received and place it in a " Consumer Museum." Students discuss their economic choices, the benefits and costs of their product.
- City Haiku - Students chart all the words they can think of reflecting the city. Students write a Haiku poem using words from the chart and following the traditional format of, 5 syllables, 7 syllables, and 5 syllables. Students use the classified ad columns from the newspaper to cut out a silhouette of a city. Students use black markers to create windows and doors. Glue the silhouette at the bottom of black construction paper. Students write their Haiku poem at the top using chalk.
- Community Cookbook - Students bring to class a recipe from a family member or neighbor. Students classify the recipes into groups (e.g., main dish, salad, dessert, bread, and vegetable). Students put recipes in a book format. Students can make recipes and have a "Diversity Party."
- Comparison Shop - Students compare 2 similar products (e.g., French fries from 2 different businesses, potato chips, canned fruit or chocolate bars). Students complete a product comparison (Appendix 21). Using a panel report format, students evaluate the benefits and costs of these products.
- Classroom Economy - Students set up a classroom economy for a week. Students generate a list of goods and services available and the capital needed to receive them. Students earn play money from completed class work. Students pay for goods such as lost pencils, and for services such as using the restroom during class time. Students may purchase a product (e.g., teacher-supplied pencils, erasers, stickers) at the end of the week with their savings. Students identify tradeoffs and evaluate the benefits and costs through discussion.
- Info-mercial - Students are instructed to watch an info-mercial for homework over the weekend. Then students form small groups and write a script for an info-mercial about the benefits of working and living in their community. Students role-play. A student cameraman videotapes.
- Neighborhood Quilt - After reading *Tar Beach* by Faith Ringgold, have students make a neighborhood quilt of what they would like to change as Cassie did in the story. Include several sentences that explain their reasons for changing their community and why they like their community.

PTS.	CATEGORIES
40	10 points for each of 4 pictures of the community that they like or would change.
40	10 points for each descriptive sentence that explains the problem or advantage of each community picture. Spelling accuracy counts.
10	Creativity and use of color and materials in their part of the quilt.
10	Overall neatness and effect--- turned in on time.

___100 points.

TRANSPORTATION ACTIVITIES

- Transportation Poems - Write quatrain poems (4 lined poem with a rhyming pattern of aabb or abab) about different types of transportation.
  Example:
  Oh come and see
  The new Model T
  It takes off in a blast
  Freedom at Last!
- Railroads - Read the tall tale legends John Henry. Examine the story "truth" and "stretched truth" characteristics. Students can view the video of this story by Roberta Flack.
- Bus Schedule - Read *Grandpa's Trolley* . Have students make a plan of how they can go by bus or metro to different places in the community using maps of today and long ago. They can calculate the mileage and the fare.
- Aviator Biography - Read *Flight*, the biography of Charles Lindbergh. Compare it to the story of Tiny Broaderick, the woman who jumped from a plane at the Dominguez Air Meet held on the Rancho in 1910.
- Model Blocks or Lego Simulation
- Students use Legos to make a model to show how transportation systems can be made to move goods from the harbor inland by train and trucks without causing congestion on the nearby surface streets.

LAND USE ACTIVITIES

- My Home - Now and Long Ago - On a map of the local community, locate where each student lives. Ask students to have their parents search for old photographs of their homes and include these on the map of the community with a recent picture of the home. What can you tell from these "old" and "new" pictures?
- Historic Rubbings - Make a rubbing of a plaque on a building, a tombstone in a cemetery, or a landmark that shows something about your community's history. Write a description of the rubbing and explain what it tells about your community's history.
- Change in our Community - Write an essay describing the population of your community and tell how an increase or decrease in population has forced the community to change.
- Show the book *New Providence* by Tscharner & Fleming and have students predict what they think the story will be about. Read the book aloud and refer to the topics of population, land usage, transportation, and business. Have students analyze each of the six illustrations year by year. Look for each of the topics in each picture. If desired, use the graphic organizer (Appendix 1) to record the results. Ask students if they lived in New Providence what year they would choose and to explain why.
- Make a display for the school or to display at city hall that includes ideas such as historic artifacts, pictures showing the styles of buildings, a map showing points of interest or historic significance, a photographic display of the community.
- Photo Analysis of Housing Changes - Have students compare houses of then and now using the adobe, a ranch style home, Carson Victorian East Lake Mansion, Spanish Colonial, the Craftsman-California Bungalow, and their home. (Students draw their home for homework the night before). In cooperative groups, have students order pictures and place them on a time line. Students determine where their home fits on the timeline.
- Future Architecture Trends - Student designs his future home incorporating different styles of

homes he has seen that will fit into the architecture of the past but be an indication of a future type house. Include a sample of a modern day building that incorporates older architecture.

- Design Your Ideal City - Students use computer programs like *Sim City* or *Sim Town* to plan an ideal city.

BUSINESS ACTIVITIES

- Plot the local businesses on a map of your community.
- Using *Chamber of Commerce Business Directories* from the early 1900s (available at the Los Angeles Public Library and many local libraries), have students look for the names of various types of businesses. Would these businesses be needed today? Sort the businesses according to: Commercial (buying or selling products); Service Provider (Dr., Police, Janitor), and Industry (making a product)

OIL INDUSTRY

- Oil Industry - Flow Chart. State oil and gas pamphlets can be ordered to show how raw crude oil is transformed into usable gas and other products. Students can then make a flow chart to show how oil gets from the ground to your car.
- Oil Spill – A Shared Reading Read *Oil Spill* aloud to show some of the problems associated with the oil business. Other newspaper accounts from April 1998 will tell of a land oil spill in Long Beach.
- Models of the Technology of the Industry - Have students build a simulation of an off shore oil platform with plastic coke bottles and other materials. Tooth pick and pea structures can also be made.
- Clay Models of Underground Oil Formation - In Science, students can make clay models of how oil is formed in the ground. Using science and math In the Build It Structures -GEMS book, students can use tooth picks and dry garbonzo beans soaked in water to make an oil derrick. Also newspaper dowels can be used to form large structures.
- Oil Spill Cleanup Simulation - Students will demonstrate the possible ways of cleaning up the effects of an oil spill on the land and with animals. By using 1/2 c. cooking oil, 1 1/2 c. water in a pie plate, feathers, soap and sponge, etc. students will simulate oil spill clean up.
- I Am Poem - Students will reflect the opinions of neighbors who have undergone an oil spill in their neighborhood in their poem
- Hot Seat - Students will play the sides of oil industry executives and local residents to determine the future of the refining business in Carson.
- Career Day or Field Trip - Students act out roles of the off shore oil workers after reading an account of this work in the Silver-Burdett 3rd grade social studies book-*The World and Its People -Communities and Resources* or visiting a refinery.

IDENTIFY RESOURCES – WHAT ARE THEY?

- Ask students where they think the local businesses get the things they provide? Explain that many different types of resources are needed. A resource is a supply of a necessary item. A natural resource is an item from nature that can be used either in its natural form or is used to make a product. A human resource includes the people necessary to obtain the natural

resource, develop a product or service, distribute and sell that product or service. Capital resources include all the materials and products as well as the money necessary to produce distribute and sell a product or a service. Bank loans, savings and taxes are examples of capital resources.

- Natural Resources – Make a set of labels with the names of natural resources.

Plant	Tree	Water
Metal ore	Sand	Oil and natural gas
Water		

Provide a variety of realia for students to sort. For example,

- Plant: apple, potato
- Tree: newspaper and cardboard
- Animal: wool items, milk and beef
- Metal ore: pennies and soda cans
- Oil and natural gas: Plastic items
- Water: bottled water and flavored water

Students can bring in additional items from home and place them accordingly.

- Human Resource – Select a service such as a "dentist". Brainstorm all of the types of human resources (people) a dentist might rely upon. For example, a dental hygienist, a receptionist, a person to file insurance claims, etc., depending upon the size of his business. What types of human resources might a fast food business need? (Note: Keep it simple or as complex as you wish. The human resources may be limited to the people who work in the business, or you can discuss all of the human resources needed from outside the business (truck driver, farmer, etc.). Flowcharts are introduced in Grade 2 and may be reviewed here by selecting a product and tracing its route. Example:

The History of My Paper

Trees — Logging Yard — Paper Mill — Store — Classroom

Have students list the natural resources they think a framer (the person who builds the framework of a house) would need to frame a house (wood, nails, hammers and blueprints). Brainstorm all the human resources involved in supplying these materials (lumberjack, salesman, and architect).

- Capital resources – Ask students how they think people who produces a good or a service get the money or capital resources to open a business? (loans, savings, paycheck or a combination of these). Have students fold a piece of paper in thirds and title the columns Materials Needed (natural resources), People Needed (human resources) and Money Needed (capital resources). Students chose another service and fill in the columns. Keep it simple. Possible ideas include: policeman, dressmaker, computer technician, cook, waitress.

- Community Lemonade - Help students develop a basic economic understanding of natural, capital and human resources through the creation of the small business, Community Lemonade. Display charts with the following captions: Natural Resources, Human Resources

and Capital Resources. Students generate a list of resources necessary to run a lemonade stand.

Item Needed	Natural Resources	Human Resources	Capital Resources
Lemons	Plant	People to squeeze the lemons	Teacher loan
Water	Water	People to pour the water into the lemon juice	Lemons from our backyard
Sugar	Plant	People to mix	Teacher loan
Cups	Tree	Lumberjack Truck driver Paper processing plant	Teacher loan

After making the lemonade, have students sell it at recess or lunch. Pay off the teacher loan and use the profits (if any) for a class treat.

- Business Interviews to Determine the Types of Resources Businesses Need - Locate on a local community map some of the businesses found in the Yellow pages scavenger hunt and from sorting the business cards. Brainstorm with the students the types of questions they might want to ask someone who worked at one of these businesses. Have each student, or groups of students, conduct an interview with a member of the local business community and complete the information on a Community Business Interview Guide. For extra credit, students can bring in a photo of the community member to create a bulletin board display. A possible caption might be " People in Our Community ".

  Have students report to the class the information gained during their interviews. Discuss the resources necessary to run each business. Complete a resource matrix like the one shown below. This project is difficult for third grade students and teacher guidance is necessary.

  Name of the Business: South Bay Pavilion

Items Necessary	Natural Resources	Human Resources	Capital Resources
A large building Lots of stores Restaurants Parking area	Plant Water Natural gas Metal ore	Clerks Security Maintenance Managers Executives	Bank or private loan

- Resources and the City Seal - Refer back to the city seal studied in Unit 1. Have students analyze the City Seal to determine important aspects of the city and how they are impacted by capital, human, and natural resources. Students fold an 18 " x 24" piece of newsprint five times to form a matrix with 32 boxes in 4 columns. Students title columns the following: Symbol, Natural Resources, Human Resources and Capital Resources. Students cut apart the City Seal and glue symbols in the boxes on the left side. Students fill in data in the columns on

the right side. Using the writing process, students tell the significance of one of the symbols on the City Seal and why they believe it is reflective of our community today.

BECOMING HISTORIANS: USING REFERENCE MATERIALS TO LEARN ABOUT OUR COMMUNITY

Gifted students may wish to do more of the research independently than is suggested in this unit of study. Students can be empowered to find information about their community using a variety of resources such as maps, census data, yellow pages, and interviews. Divide students into four collaborative groups and have each group select one of the four topics (population, land usage, transportation, and business). Explain to the students that as a minimum, each group is required to collect and analyze the following resources:

- At least one interview with a long-term community resident to gain information about their group's topic. (Students should develop a list of questions to ask before they conduct the interview so that they can get as much information on their topic as possible.) The information should be compiled and saved for a Community Brochure.
- A variety of photographs of their community "now and long ago" that illustrate their group's topic. (Students should do research in the community library, at the historical society, from local residents, in old newspapers, etc. to find photographs that show how their community has changed over time.)
- "Interesting Facts" about the topic (recorded on the Community Graphic Organizer).
- "Important Dates" about their topic (recorded on the Community Time Line).

The information gathered by each group might be used to create a Community Almanac. (Detailed instructions for the development of the Community Almanac are provided in the culminating section of the unit.)

As students gather and examine information they should summarize the information and record it on the appropriate section of the Community Graphic Organizer. Pertinent information should also be added to the large Classroom Community Time Line and to the Names and Events charts.

The teacher should be prepared to provide mini-lessons on how to:

- locate primary sources
- read nonfiction text and informational materials to develop an understanding and expertise on their topic
- read multiple books (and other resources) about one subject
- state the main idea in material read in his or her own words
- analyze data and draw conclusions
- distinguish between verifiable facts and value claims
- determine the reliability of a source
- determine the factual accuracy of a statement
- distinguish relevant from irrelevant information
- distinguish significant events from minor details
- put ideas into their own words

Gathering the Data

Have students contact local real estate companies or write to community members to solicit information about the community. They can also collect pictures and/or relics from the past; draw upon historical maps, advertisements, documents, brochures, and community directories; visit the local historical society photograph collection; make telephone calls to community members; visit the local library; or, take group walking trips to a local convalescent or retirement home to interview senior citizens.

The teacher should meet with each group periodically to guide them. Guided questions may include:

General Questions: What resources have you located? Which resources have been most useful? What other information would you like to locate? Is there any missing information? Have you found enough resources to enable you to make inferences about your topic? Did you find any conflicting information? How can I help?

Population: Where will you go to look for information about the population of our community? What information can you interpret from the census data? Did the population change? When? What could be the reason? Through interviewing and photographs, can you interpret who the people were that populated our community (such characteristics as age, ethnicity, and religion)? Who can you interview (parents or community members) to find out more information?

Land Usage: Where will you go to look for information on land use in our community? Interview a long-term resident and ask how the community has changed over time. What attributes of the physical environment make our community an attractive location? How has the physical environment changed? When? What did it look like? What natural resources do people use? What is the density of the land usage? How has the use of the land changed over time?

Transportation: Where will you go to find information about transportation? How has transportation changed over time? What type of transportation was used when the community was first developed? Did the type of transportation change? When? How can you find out?

Business: What types of businesses are located in our community? What are the major industries? Do members of your family work for these industries? Where will you go to locate information about businesses in our community? What business would each person in your group like to focus on? Where is it located? How did the business develop? What types of jobs are found at this business? What type of service does it provide? How long has the business been operating in the community? How has the business changed since it first opened in the community?

RESOURCES FOR THE SAMPLE TOPIC

Baylor, Bird. *Best Town in the World.* Aladdin Books, 1982. ISBN0-689-71086-0. Develop community pride through telling what is best about where you live. This story depicts a rural way of life.

Berger, Melvin. *Oil Spill.* New York: Harper Collins Children's Books, 1994. ISBN 0-06-445121-6. This pamphlet describes the causes and effects of the Alaska oil spill by the tanker, the Exxon Valdez.

Blocksma, Mary and Dewey. *Easy to Make Water Toys*. NJ: Prentice-Hall, 1985.
Directions are provided for making floating oil platforms from Liter bottles and balloons.

Bunting Eve. *Smoky Night*. Illustrated by David Diaz. San Diego, CA: Harcourt Brace, 1994.
How do neighborhood riots affect children? Bunting uses the love of a pet as the common theme to bind those from different cultures during the Los Angeles riots. *Smoky Night* is a Caldecott winner.

Burleigh, Robert. *Flight*. New York: Putnam & Grosset Group, 1991. ISBN 0-698-11425-6.
This biography of Charles Lindberg's transatlantic flight includes beautiful pictures.

Burton, Virginia Lee. *The Little House* Boston: Houghton Mifflin. 1978. ISBN 0-590-41383-X.
A little house built in the country experiences many changes as the city grows up around it. The book is also available in Spanish.

Center for Understanding the Built Environment. *Walk Around the Block*. Prairie Village, Kansas: Center for Understanding the Built Environment, 1994. ISBN 0-9632033-0-4. The award winning curriculum project assists in the teaching of local history through a variety of student activities. Students tour home and school neighborhoods to create a visual history of the city, its buildings, and streets.

Cross, Verda. *Great Grandma Tells of Threshing Day* . Whitman and Co., 1992. ISBN0-8075-3042-5. Grandma explains about threshing wheat in the early 1900's.

Dragonwagon, Crescent. *Home Place*. Illustrations by Jerry Pinkney. New York: Aladdin Books. 1990. ISBN 0-689-721758-X. While out hiking, a family comes upon the site of an old house and finds some clues about the people that once lived there.

Draze, Dianne. *Our Town*. Illustrations by Dean and Pat Crawford. San Luis Obispo, California: Dandy Lion Publications, 1988. ISBN 0-931724-48-1. A guidebook with ideas for studying any community.

Collier, John. *The Backyard*. New York: Viking. 1993. A child imagines what has taken place in the backyard, from the present all the way back to the creation of the world.

*Cooper, Kay. *Who Put the Cannon in the Courtyard Square?* New York: Avon Camelot Books, 1993. A guidebook on how to investigate the history of a community. The soft cover is out of print but the library binding may still be available.

Fraiser, Mary Ann. *Ten Mile Day* . Holt and Co., 1993. ISBN0-80-50-1902-2
Tells the story of where the transcontinental railroad is finally completed. It relates the story of migrant workers in this venture and explains how neighbors worked together.

GEMS Build it Structures. Berkeley, CA: Lawrence Hall of Learning. 1956.
Build oil derricks and oil platforms using paper dowels or toothpicks and peas.

Gillingham, Robert. *The Rancho San Pedro.* CA: Dominguez Properties, 1961. This book is considered "the" history of the first Spanish land grant in California.

Grenier, Judson. *California Legacy: The Watson Family.* CA: Watson Land Company, 1987. This book continues the story of the Rancho San Pedro with an emphasis on the Watson Dominguez family history.

*Hall, Donald. *Old Home Day.* Illustrated by Emily Arnold McCully. San Diego, CA: Browndeer Press, 1996. ISBN 0-15-276896-3. The story of a fictional New Hampshire village is traced from prehistory to the bicentennial celebration of its founding. The book can be used to help begin an "Old Home Day" tradition in your community when everybody who moved away is encouraged to come back home at the same time and visit.

Halley, Ned. *Farm.* Knopf, 1996. ISBNo-679-88078-X. This book aptly describes the many types of farms and their machinery and tools. Many detailed descriptions and diagrams are used.

Highland, Monica. *Greetings from Southern California.* Portland, Oregon: Graphics Arts Center Publishing Co., 1988. ISBN 0-932575-71-4. Using old postcards of people and scenes, this picture book illustrates life in Southern California at the turn of the century. *Greetings from Southern California* can be used as a model for a student "scavenger" hunt searching for old postcards of their local community.

Hollenbeck, Kathleen M. *Exploring Our World: Neighborhoods and Communities.* Jefferson City, Missouri: Scholastic Professional Books, 1997. ISBN 590-89809-4. This collection of hands-on activities introduces students to their neighborhood and local community through literature, observation, and games.

Hornbeck, David *California Patterns: A Geographical and Historical Atlas.* Mountainview, California: Mayfield Publishing Company, 1983. ISBN 0-87484-583-1. This teacher resource depicts California's contemporary landscape through an historical geography perspective. The book traces the changing patterns of California's human and physical landscape from geologic formation to the present day. The author examines natural vegetation, weather and climate, early settlements, immigration, urban expansion, agricultural patterns, water systems, and economic patterns and trade.

Imagination Express – Destination: Neighborhood. Redmond, WA: Edmark. This CD-ROM program for Windows and Macintosh can be used to create interactive stories fueled by the power of the student's imagination. The use of familiar settings and characters helps to encourage students to write about actual or imagined adventures in their neighborhood. Family and friends are joined by musicians, fire fighters, athletes and pets as student authors select scenes, choose and animate stickers, write, narrate, add music, and record dialogue.

*Jungreis, Abigail. *Know Your Hometown History.* New York: Franklin Watts, 1992. ISBN 0-531-11124-5. This informative book includes research activities, mapping skills and projects to do for your local community. Information is included for creating a contour map and model of your town, making a "patchwork quilt" of local history, researching the history of a place name, and preparing a history time line. Tips for doing oral interviews are very helpful.

Kalman, Bobbie. *Tools and Gadgets.* Crabtree Publishing Co., 1947. ISBN 0-86505-488-4. This illustrated book details a history of tools and how they were used in the community. Included are tools that have replaced the old tools.

Kalman, Bobbie. *The Gristmill.* Crabtree Publishing Co., 1947. ISBN0- 86505-486-X. This is a story of how wheat grain is ground into flour. It shows how wheat can be ground using simple hand tools.

"Kids Discover-Oil". Colorado: Edpress, 1994. This handy book includes excellent resources to pull for all aspects of oil industry; shows how oil is made, processed, past uses, and discusses problems of oil industry. Many useful charts and graphs are included.

Klein, Norman M. and Schiesl, Martin, V. *20th Century Los Angeles.* Claremont, CA: Regina Books, 1990. ISBN 0-941690-38-5. This book contains a collection of essays on the history of various cultural groups that have made a significant impact on the growth and development of Los Angeles.

Kurjian, Judi. *In My Own Backyard.* Illustrations by David R. Wagner. Watertown, Mass: Charlesbridge Publishing, 1993. ISBN 0-88106-811-X. This book's great illustrations show how one particular land has changed over time from the present to the pre-historic period beyond the dinosaurs presence on earth.

Library of Congress. *American Memoryt Collection of Panoramic Maps. URL:* http:lllcweb2.loc.gov/ammen/pmhtml/panhome.html This website provides a preview of the Library of Congress's extensive panoramic map collection. The panoramic map was a popular cartographic form used to depict U.S. and Canadian cities and towns during the late nineteenth and early twentieth centuries. The maps show street patterns, individual buildings, and major landscape feawtures in perspective.

Looking at Our Communities. Austin, Texas: Steck-Vaughn, 1995. This kit focuses on rural, urban, and suburban communities – what are they, how are they alike and different, and how people live in them. Through interactive lessons, students explore pioneer farms, modern cities, new suburban centers, and environmental issues. There are 26 lessons divided into six units. The first unit answers the question, "What is a community?" Unit 2 explores communities and their environment, and includes lessons on geography and transportation. Units 3, 4, and 5 focus on rural, urban, and suburban communities. The last unit includes rules and laws, government, and the world community. The kit includes a magnetic board for students to use in organizing the visuals that come with the kit.

Maestro, Betsy. *Big City Port.* New York: Scholastic, 1983. This non-fiction book gives a good description of the jobs and activities that go on in a port. ISBN 0-590-41577-8.

MacMillan, Bruce. *Grandfather's Trolley.* MA:Candlewick Press, 1995. ISBN 1-56402-633-7. This narrative story describes Trolley Car Days of the early 1900's. Beautiful tinted photos of long ago accompany the text.

Madgwick, Wendy. *CityMaze! A Collection of Amazing City Mazes.* Illustrated by Dan Courtney, Nick Gibbard, Dean Entwistle, and John Fox. Brookfield, Conn.: Millbrook Press, 1994. CityMaze takes readers on a tour of many of the world's most famous cities and explains the unique qualities of each of these cities. The panoramic illustrations help students examine the physical and human charactgeristics of these amazing cities.

McLerran, Alice. *The Year of the Ranch.* Illustrated by Kimberly Bulcken Root. New York: Viking, 1996. ISBN 0-670-85131-0. In 1919, Papa, Mama, and their four daughters homestead a tract of land near Yuma, Arizona, and try to turn a desert mesa into farmland and a shack into a home.

*Muller, Jorg. *The Changing City.* New York: Margaret K. McElderry Books, 1977. ISBN 0-689-50085-8. Seven large fold-out pictures in full color of what can, and often does, happen in the process of the development of a city. The artist Jorg Muller portrays the same landscape at intervals of about three years starting in 1953.

Neighborhood Map Machine. Tom Synder Productions. This computer program enables students to make maps of their community.

Novelli, Joan & Chayet, Beth. *TheKids Care Book.* New York: Scholastic Professional Books, 1991. ISBN 0-590-49141-5. Filled with 50 class projects that help kids help others, this book has an entire chapter on ideas for community involvement projects.

Our Town Web Development Kit and School Web Page Design Guide. Lancaster, Pennsylvania: Classroom Connect, n.d.. Research information about your community, develop web pages, and create a web site for your town. The planning guide gives you step-by-step directions for creating a web site involving community leaders, businesses, and parents. Dozens of graphics, pictures, backgrounds, and icons to make your site a visual knock-out are included on the CD-ROM.

*Reinke, Diane Wilcox. *The Community Publishing Company – Exploring the Community Marketplace.* New York: Joint Council on Economic Education, 1989. This teacher's resource manual is filled with lessons and activities students can do when studying about their community. Most of the activities have an economics focus.

Provenson, Alice and Martin. *The Glorious Flight.* New York: Puffin Books, 1987. ISBN 0-14-050729-9. This biography tells of a man whose fascination with flying machines produced the first heavier than air machine to fly across the English Channel.

Ringgold, Faith. *Tar Beach.* New York: Crown Publishers, 1996. ISBN 0- 517-88544-1. A young girl dreams of flying above her Harlem home, claiming all she sees for herself and her family. The book is based on the author's quilt poem of the same name.

Rylant, Cynthia . *When I was Young in the Mountains.* Dutton Children's Books, 1982. ISBN0-14-054875-0. This story tells about a child who lives in Appalachia, her love of place, and family. The way of life can be compared to other communities.

**Sanders, Scott Russell. *Aurora Means Dawn*. New York: Bradbury Press, 1989. Illustrations by Jill Kastner. ISBN 0-02-778270-0. Harcover. After traveling from Connecticut to Ohio in 1800 to start a new life in the settlement of Aurora, the Sheldons find that they are the first family to arrive there and realize that they will be starting a new community by themselves.

Schug, Mark. C. and Berry, R. . *Community Study: Applications and Opportunities*. Washington, DC: National Council for the Social Studies, 1984. ISBN 0-87986-048-0. This booklet is Bulletin No. 73 of NCSS's series of professional books. Chapter V "Using the Visual Arts to Interpret the Community" by Terry Zeller provides a description of Public Art, whose aesthetic works one finds out of doors, such as buildings, statues, wall murals, and even gravestones. Many suggestions are provided for the study of the local community and its historic locations.

Shelby, Anne. *Homeplace*. Illustrations by Wendy Anderson Halperin. New York: Orchard Books, 1995. ISBN 0-531-06882-X. A grandmother and grandchild trace all that happens in their family history. *Homeplace* shows how one house has changed from almost two hundred years ago. Illustrations show signs of family life from the gernerations before them.

Schug, Mark C. and R. Berry. *Community Study: Applications and Opportunities*. Washington, D.C.: National Council for the Social Studies, 1984. ISBN 0-87986-048-0. This booklet is Bulletin No. 73 of NCSS's series of professional books. Chapter V "Using the Visual Arts to Interpret the Community" by Terry Zeller describes Public Art, the aesthetic works one finds out of doors, such as buildings, statues, wall murals, and even gravestones. Many suggestions are provided for the study of the local community and its historic locations.

Siebert, Diane. *Train Song*. N,Y.: Harper Trophy Publishers, 1990. ISBN0-06-443340-4. Rhymed text and illustrations are used to describe a variety of transcontinental trains.

Sim City and *Sim Town*. These computer programs enable students to build a city from the ground up. Students can add fire stations, water, traffic signs and more to make their perfect town.

Sinclair, Upton. *Oil*. CA: U. of Calif. Press, 1926. This classic novel of the oil scandals of the Harding Administration is set in California during the development of the oil industry.

*Tscharner, Renata Von, and Ronald Lee Fleming. *New Providence: A Changing Cityscape*. Illustrations by Denis Orloff. Washington, DC: Preservation Press, 1992. The text and wonderful illustrations trace the evolution of an imaginary, but typical, American City from the turn of the century to the 1990s.

Timeliner. Watertown, MA: Tom Snyder Productions, 1994. A computer program for developing chronological time lines.

*Weitzman, David. *My Backyard History Book*. Boston: Little, Brown & Co., 1975. This book is packed with ideas and activities to get students on the road to understanding what their place is in

history. Change in a community is included. This is a useful resource for teachers with a number of ideas for getting family involvement.

**Wheatley, Nadia and Rawlins, Donna. *My Place.* New York: Kane Miller Publishers, 1992. ISBN 0-916291-54-5. Set in Australia, the story takes place over a 200 year period. The maps are useful for analyzing changes in land use and types of businesses over time.

*Willard, Nancy. *Cracked Corn and Snow Icecream - A Family Almanac.* Illustrations by Jane Dyer. San Diego, CA: Harcolurt Brace, 1997. This books serves as a model for developing a Community Almanac.

Yolen, Jane. *Letting Swift River Go.* Little, Brown and Co., 1992. ISBN0-316-96899-4. This story tells about how a community had to change to adapt to growing populations around them . Students can adapt changes found in their community to this story.

Appendix 1

Community Graphic Organizer

Name / *Nombre* _____ **Date** / *Fecha* _____

_____

Community / *Comunidad*

_____

Time period / *Periodo*

Population /*Poblacion*	**Land Usage** / *Uso del terreno*
_____	_____
_____	_____
_____	_____
_____	_____
Transportation / *Transportacion*	**Business** / *Negocios*
_____	_____
_____	_____
_____	_____
_____	_____

Becerra Davies '97

Classroom Population Pie Graph

Divide a circle into equal parts. Each part represents a student in your classroom (e.g. 20 students = 20 equal parts, 19 students = 19 equal parts). Using the information from your classroom census, create a pie graph by shading like parts the same color or pattern.

Pie graph represents 20 students.

Key

Hispanic

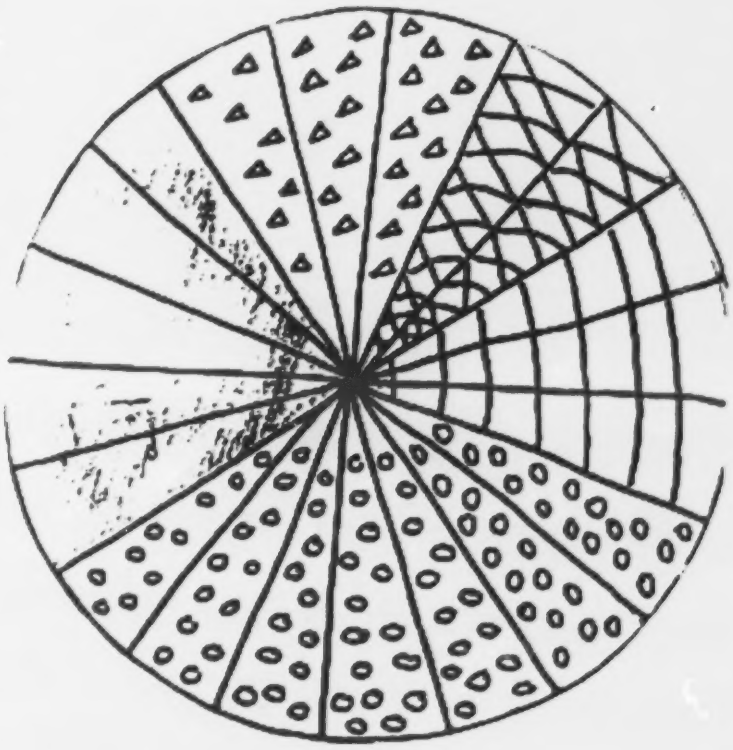
Black

Asian

White

American Indian

Other



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Appendix 3a
(Sample – *Use Data from Your Community)

Carson's Population Census

1968	**66,520**
1970	**71,150**
1980	**81,221**
1990	**83,995**
1994	**86,307**

Note: 1968 and 1994 are estimates

Composition of Carson's Population
1990 Census

Population	1980	1990
Adults	**53,427**	**61,010**
Children	**27,794**	**22,985**
Hispanic	**17,564**	**23,027**
White	**23,816**	**21,778**
Asian	**12,361**	**20,172**
Black	**25,976**	**18,531**
American Indian	**631**	**288**
Other	**875**	**199**

Source: U.S. Census, 1980, 1990

Appendix 3a

Population Census for _____

Date	Population Figures

Composition of _____'s Population

Category:	**Date:_____**	**Date:_____**
Adults		
Children		
Hispanic		
White		
Asian		
Black		
American Indian		
Other		

Appendix 3a

Population Census for _____

Date	Population Figures

Composition of _____'s Population

Category:	Date:_____	Date:_____
Adults		
Children		
Hispanic		
White		
Asian		
Black		
American Indian		
Other		

1910

TABLE II.—COMPOSITION AND CHARACTERISTICS OF THE

[Per cent not shown where base is less than 100.]

SUBJECT.	TOTAL, CITIES NAMED.	Berkeley.[1]	Los Angeles.[1]	Oakland.[1]	Pasadena.[1]	Sacramento.	San Diego.	San Francisco.	San Jose.
POPULATION									
Total population, 1910	1,070,229	49,434	319,198	150,174	30,291	44,696	39,578	416,912	22,948
1900	603,034	13,214	102,479	66,960	9,117	29,282	17,700	342,782	21,500
1890	468,862	5,101	50,395	48,682	4,882	26,386	16,159	298,997	18,060
1880	316,321	.....	11,183	34,555	.....	21,420	2,637	233,959	13,567
1870	193,373	.....	5,728	10,500	.....	16,283	2,300	149,473	9,089
Increase, 1900–1910	467,195	27,220	216,719	83,214	21,174	15,414	21,878	74,130	1,448
Per cent of increase	77.5	206.0	211.5	124.3	232.2	52.6	123.6	21.6	34.9
Increase, 1890–1900	134,172	8,113	52,084	18,278	4,235	2,896	1,541	43,785	3,440
Per cent of increase	28.7	159.0	103.4	37.5	86.7	11.0	9.5	14.6	19.0
COLOR AND NATIVITY									
White	1,023,684	38,995	303,307	141,956	29,190	41,705	38,485	400,014	22,052
Number in 1900	576,140	12,961	98,088	64,788	6,781	27,474	17,077	325,578	20,690
Number in 1890	450,456	4,969	47,905	48,893	4,723	24,901	15,941	270,696	16,759
Negro	14,552	247	7,599	3,055	744	486	597	1,842	182
Number in 1900	6,919	88	3,131	1,059	318	402	313	1,654	208
Number in 1890	4,709	11	1,258	844	75	401	289	1,847	124
Black	8,795	89	5,101	1,434	499	270	398	881	123
Mulatto	5,757	158	2,498	1,621	245	216	199	761	59
Indian	170	2	81	20	2	6	8	46	5
Chinese	13,459	451	1,954	3,609	102	1,054	348	10,582	359
Japanese	13,180	710	4,238	1,320	253	1,437	139	4,618	245
All other	184	29	19	14	.....	3	1	110	3
Native white—Native parentage	434,574	19,479	169,967	55,198	19,026	19,521	22,350	115,359	13,174
Number in 1900	305,311	4,868	54,080	24,750	4,992	12,512	9,379	83,588	8,934
Native white—Foreign or mixed parentage	376,812	11,563	74,756	49,935	8,867	12,999	8,549	153,781	9,061
Number in 1900	214,265	4,641	25,105	22,776	1,919	8,781	4,227	127,668	8,721
Native white—Foreign parentage	214,923	7,120	43,715	32,949	3,150	8,335	4,743	107,283	5,817
Native white—Mixed parentage	111,587	4,743	29,041	16,987	2,717	4,664	3,806	46,498	3,444
Foreign-born white	262,298	7,953	60,584	36,822	4,297	8,655	7,366	133,874	5,917
Number in 1900	154,464	3,451	17,917	10,223	1,170	4,412	3,471	104,294	4,046
PER CENT OF TOTAL POPULATION.									
Native white—Native parentage	40.6	48.2	53.2	36.8	62.5	44.3	57.0	27.7	45.5
Per cent in 1900	34.0	39.9	32.8	37.0	63.7	42.1	53.0	24.4	48.5
Native white—Foreign or mixed parentage	30.5	29.3	23.4	33.3	12.4	29.1	21.6	36.9	31.3
Per cent in 1900	35.6	35.1	25.5	25.6	17.8	29.9	23.9	40.1	31.3
Foreign-born white	24.5	16.2	19.0	24.5	14.2	19.9	18.6	31.4	20.1
Per cent in 1900	25.6	26.2	17.6	24.4	13.8	16.1	19.6	30.4	18.8
SEX									
Total...Male	571,451	19,518	182,469	78,922	13,684	25,332	20,726	234,901	14,399
Female	498,778	29,916	136,729	71,252	16,607	19,364	18,852	180,011	14,547
White...Male	536,513	17,450	153,602	72,350	13,013	22,596	19,948	202,129	13,727
Female	486,569	20,545	131,705	69,606	16,177	19,109	18,537	177,185	14,325
Negro...Male	7,418	102	3,682	1,814	512	270	320	1,025	83
Female	7,134	145	3,917	1,241	402	216	297	817	99
FOREIGN NATIONALITIES									
FOREIGN-BORN WHITE: Born in—									
Australia	2,196	103	220	972	8	44	38	1,347	36
			2,810	1,267	52	544	182	6,041	151

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Appendix 3c

County of Los Angeles Statistical Data

Geography

Land Area .....4,083.21 Square Miles

Unincorporated Area .....2,662.1 Square Miles

Flat Land.....1,741 Square Miles

Mountains.....1,875 Square Miles

Hilly Land.....248 Square Miles

Islands.....132 Square Miles

Mountain Valleys.....59 Square Miles

Marsh Land.....28 Square Miles

Note: Santa Catalina & San Clemente Islands are part of Los Angeles County

Population

Total in Los Angeles County.....9,603,300

Living within cities (88 cities).....8,606,300

Living in unincorporated areas.....997,000

Largest City (Los Angeles).....3,722,500

Smallest City (Vernon).....85

Registered Voters

As of April 29, 1998.....3,759,498

Altitude

Lowest Point - 9 feet below sea level (at Wilmington)

Highest Point - 10,080 feet above sea level (atop Mt. San Antonio)

Valuation

For the fiscal year 1997-98, Los Angeles county's net assessed valuation amounted to $488,763,436,721 (market value)

Ethnic Makeup

Hispanic.....41%

White.....36.9%

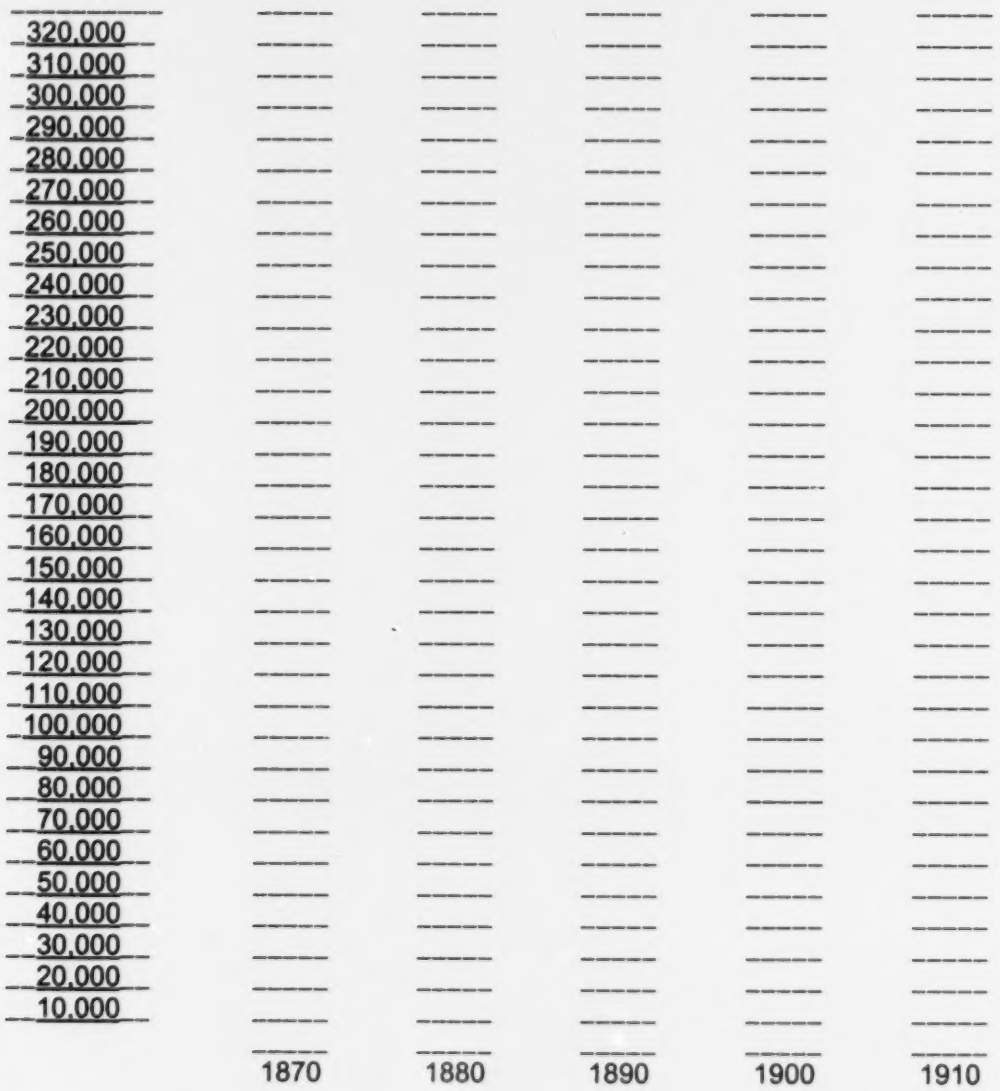
Asian.....11.5%

Black.....10.3%

American Indian.....0.3%

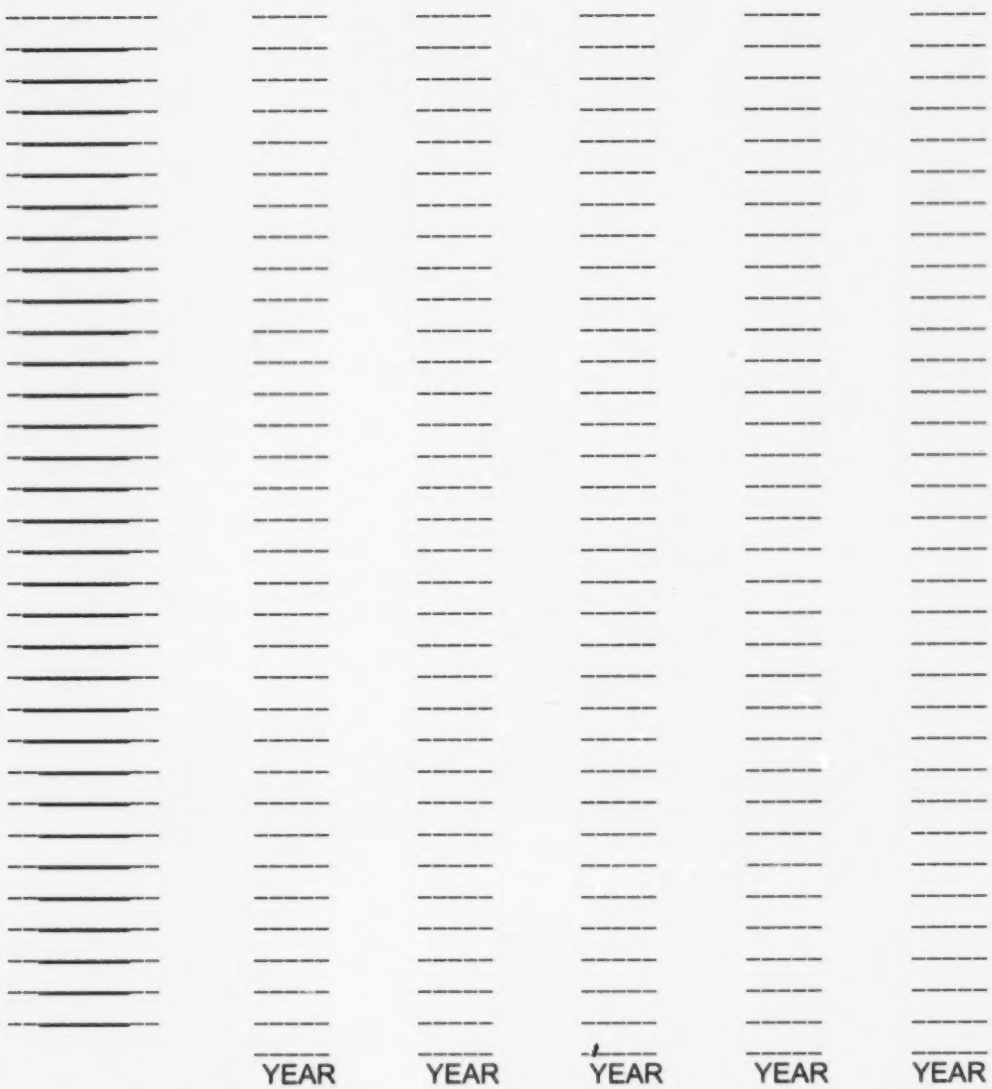
Appendix 4

Population of Los Angeles

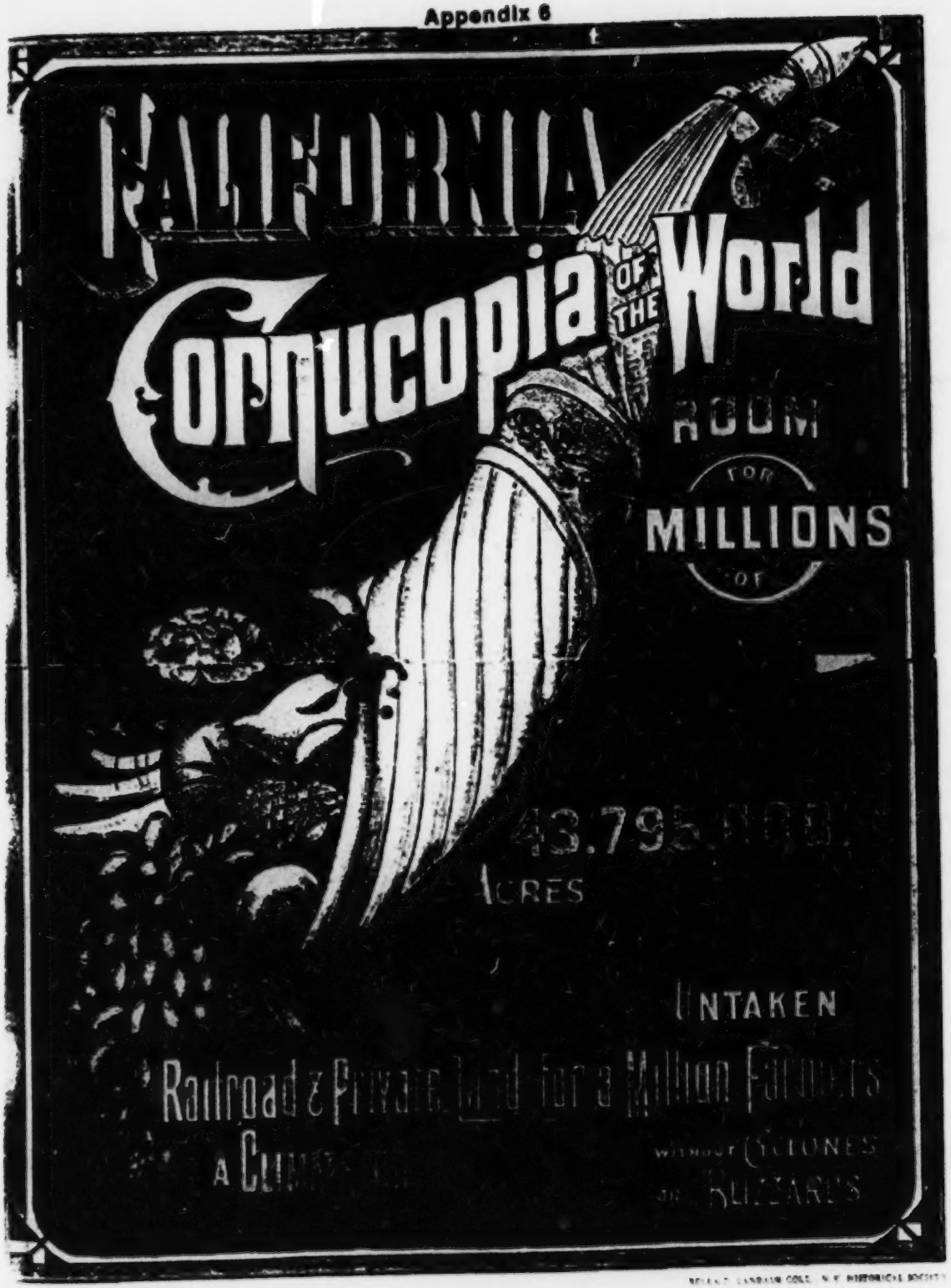


Appendix 5

Population of _____



Appendix 6



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Appendix 7

ANALYZING A DOCUMENT

A. IDENTIFYING THE DOCUMENT

1. Author and source _____
2. Title_____
3. Date_____
4. Type of document _____

B. PUTTING THE DOCUMENT IN THE CONTEXT

1. Suggest two appropriate titles for this primary source: _____
_____
_____

2. Describe the purpose of the document or its intended audience. Why was it written? _____
_____
_____

3. Select some direct quotes or cite some specific data from the document which will help explain its purpose. _____
_____
_____

4. Where would you look for additional documents of this type? _____
_____
_____
_____

C. USING THE DOCUMENT

1. List the most important pieces of information conveyed by the document.

_____
_____
_____
_____

D. EVALUATING THE DOCUMENT

1. Is the document reliable? List any suspected errors or misleading statements in the document. _____
_____
_____

2. Make a statement about the general utility of the document for your particular interest. _____
_____
_____

A couple of hints:

A document may provide answers to questions about a topic. However, it should provoke new questions. Be alert for these new possibilities and be sure to write them down.

Try not to draw final conclusions based on the analysis of only one document. Remember, documents are only one type of authority used in the study of a topic. Always use as many different sources as possible.

Appendix 8

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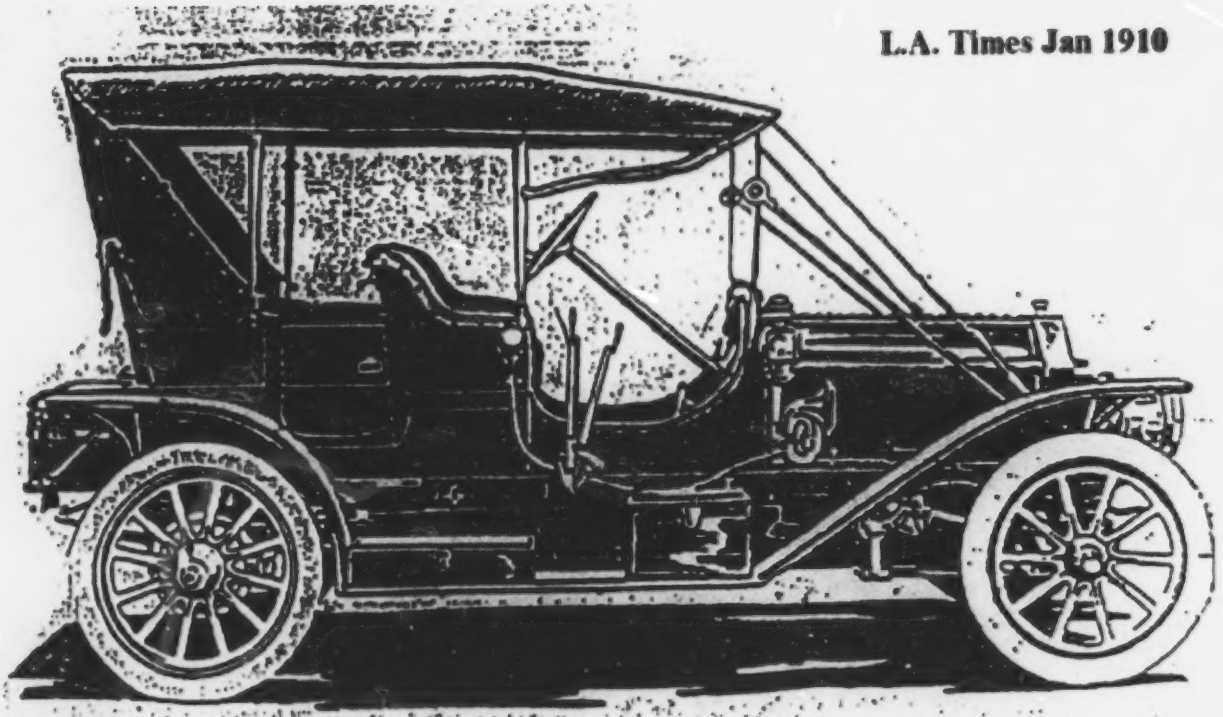
L.A. Times Jan 1910



The New California G-30

Complete with Bosch Magneto and double ignition system, high grade top, folding glass front, speedometer and entire lamp and tool equipment $1850

HERE'S a stylish toy tonneau car that will make the most blase automobile critics sit up and take notice. A car that's made to meet the demands of an ever-increasing discriminating public.

Toy tonneau body, modeled on the most advanced lines. The maximum of ease and comfort—the very height of automobile style for 1910.

But style is not the only desirable feature of this new California G-30. It has every down-to-the-minute feature that makes the man who hasn't one envious. Speed, power, endurance. Light weight, easy on tires, very economical in upkeep.

You'll have to pay a good deal more than $1850 to equal this car on the Coast today.

It's fully guaranteed for one year by our own broad guarantee—but you won't need the guarantee. We are right at hand to look after your car.

We have several of these machines on our floor ready for immediate delivery. They are beauties, every one of them. You will want to see them. Come in this week.

CALIFORNIA AUTOMOBILE CO.

Successors to Auto Exhibit Co.

Tenth and Main Streets, Los Angeles

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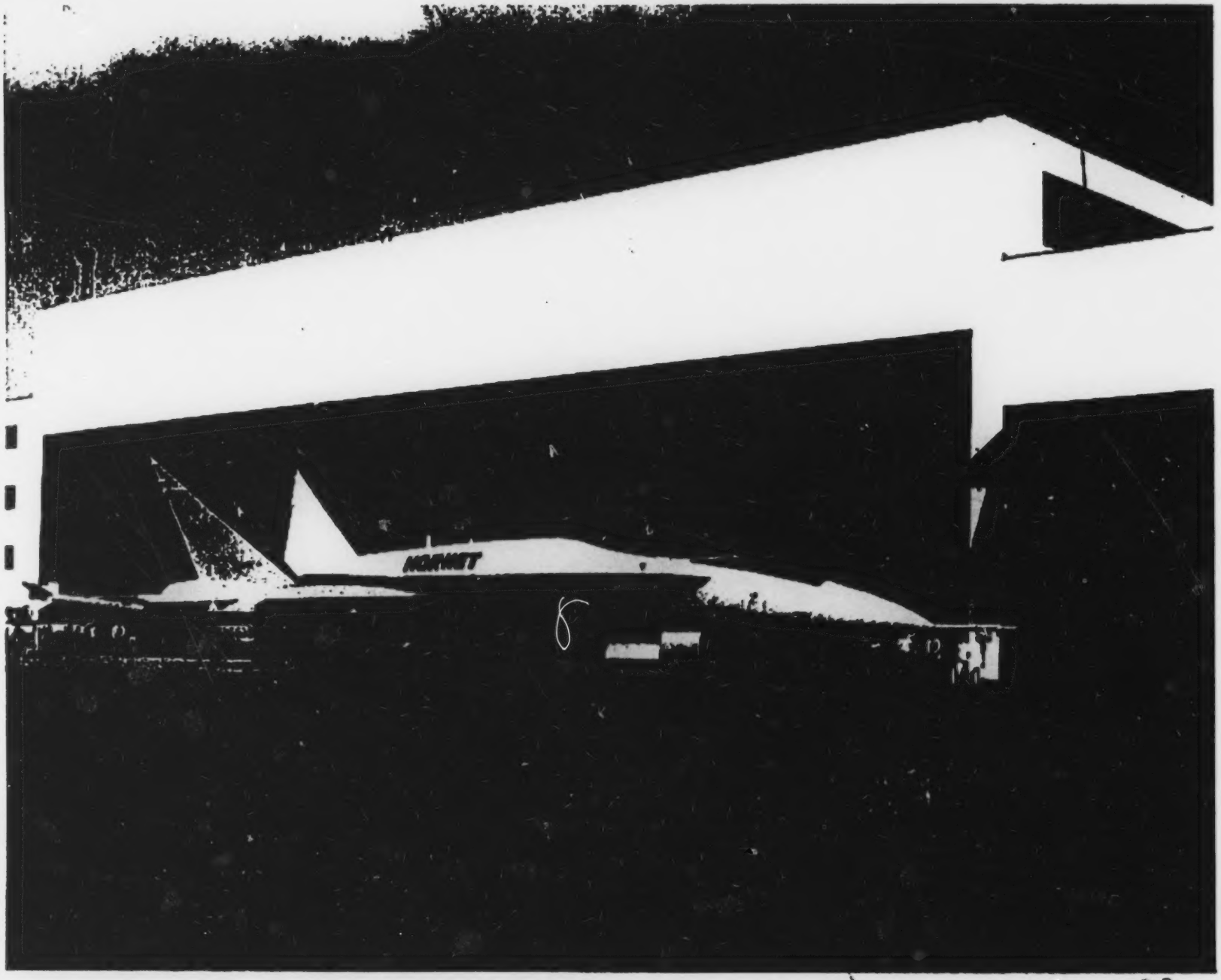

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LOS ANGELES
PASADENA
BURBANK
GLENDALE
LANKERSHIM
HOLLYWOOD
BEVERLY HILLS
VAN NUYS
SAN FERNANDO
SANTA MONICA
VENICE
OCEAN PARK
INGLEWOOD
SLAUSON JCT.
GARDENA
COMPTON
DOMINGUEZ JCT.
TORRANCE
REDONDO BEACH
HERMOSA BEACH
MANHATTAN BEACH
EL SEGUNDO
WILMINGTON
SAN PEDRO
LONG BEACH
ALAMITOS
SEAL BEACH
SUNSET BEACH
NAPLES
ECHO MOUNTAIN
MT. LOWE
ALTADENA
SOUTH PASADENA
EL MONTE
WHITTIER
ARTESIA
SANTA FE SPRINGS
LOS ANGELES HARBOR
PACIFIC OCEAN

Appendix 9b

Southern California Sight-Seeing Trolley Trips

3 PERSONALLY CONDUCTED TOURS TO POINTS OF GREAT INTEREST **3**

Balloon Route Trolley Trip

Visiting all the West Beaches, Hollywood and the Entire Cahuenga Valley with Long Stops at Redondo Beach, Moonstone Beach, the Great Venice of America, Ocean Park and Santa Monica and the National Soldiers' Home.

10 West Coast Beaches, 8 Cities, 28 Miles Along the Ocean

Free Admission to the Camera Obscura, Santa Monica (an Exclusive Attraction). Free Admission to the $20,000 Aquarium, at Venice.

PARLOR CAR SERVICE COMPETENT, COURTEOUS GUIDES

Reserved Seat for Each Patron

Daily from Pacific Electric Station—Last Car 9:30 A. M. $1.00 Pays for All

Old Mission Trolley Trip

Visiting the Orange Groves of the Great San Gabriel Valley, the World's Renowned Cawston Ostrich Farm, Skirting the Foothills of the Great Sierra Madre Mountains—Through the Beautiful San Gabriel Valley—To the "Crown City" Pasadena, Famous Old Mission San Gabriel, and Other Interesting Places. Two hour stop at Pasadena, giving ample time to visit the famous Busch Gardens, Orange Grove Ave., Etc.

Sights and Scenes Not Duplicated in the World

Free admission to the World Famous Cawston Ostrich Farm with its exhibit of live birds and priceless collection of plumes. Free admission to San Gabriel Mission (Established in 1771). Two 25-cent Attractions Free.

$1.00 ONE GREAT DAY AT SIGHTSEEING PARLOR CAR, RESERVED SEAT SERVICE **$1.00**

Daily from Pacific Electric Station, 6th and Main Sts. Last Car, 9:30 A. M.

Triangle Trolley Trip

A trip without a rival, through the heart of Orange County. The great Sugar Beet and Celery Fields; Santa Ana, the hub of the Orange County Agricultural Empire and city of beautiful homes; the New Delhi Sugar Factory; Huntington Beach, Alamitos Bay, Long Beach, the beautiful, and its maze of attractions; San Pedro and the great Los Angeles harbor; the gigantic Government Breakwater; entrancing Point Fermin and its grottoes, cliffs and wild natural nooks amid the swirling spray, a trip ideal, combining commercial and resort attractions.

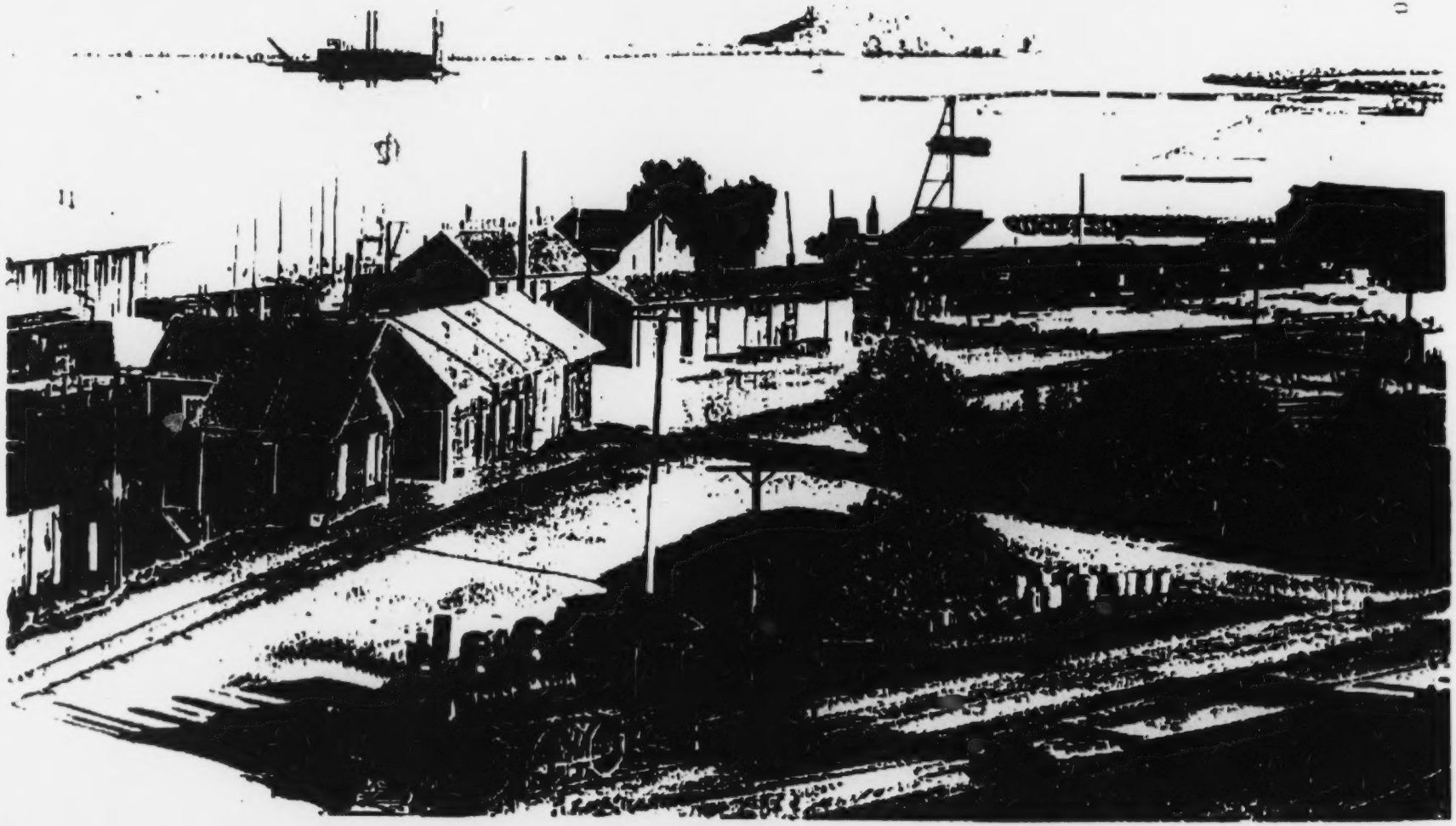
10 South Coast Beaches, 7 Cities, 30 Miles Along the Ocean

Free admission through the Government Lighthouse Reservation to the outer pinnacle of Point Fermin, from which point a most imposing panorama of nature presents itself.

$1.00 ONE WHOLE DAY OF WHOLESOME PLEASURE PARLOR CAR, GUIDE SERVICE AND RESERVED SEAT **$1.00**

Daily from Pacific Electric Station, 6th and Main Sts. Last Car, 9:30 A. M.

Phones: Main 900, F 2444



San Pedro Harbor 1878

Hometown, U.S.A.

Present Day

Appendix 11a

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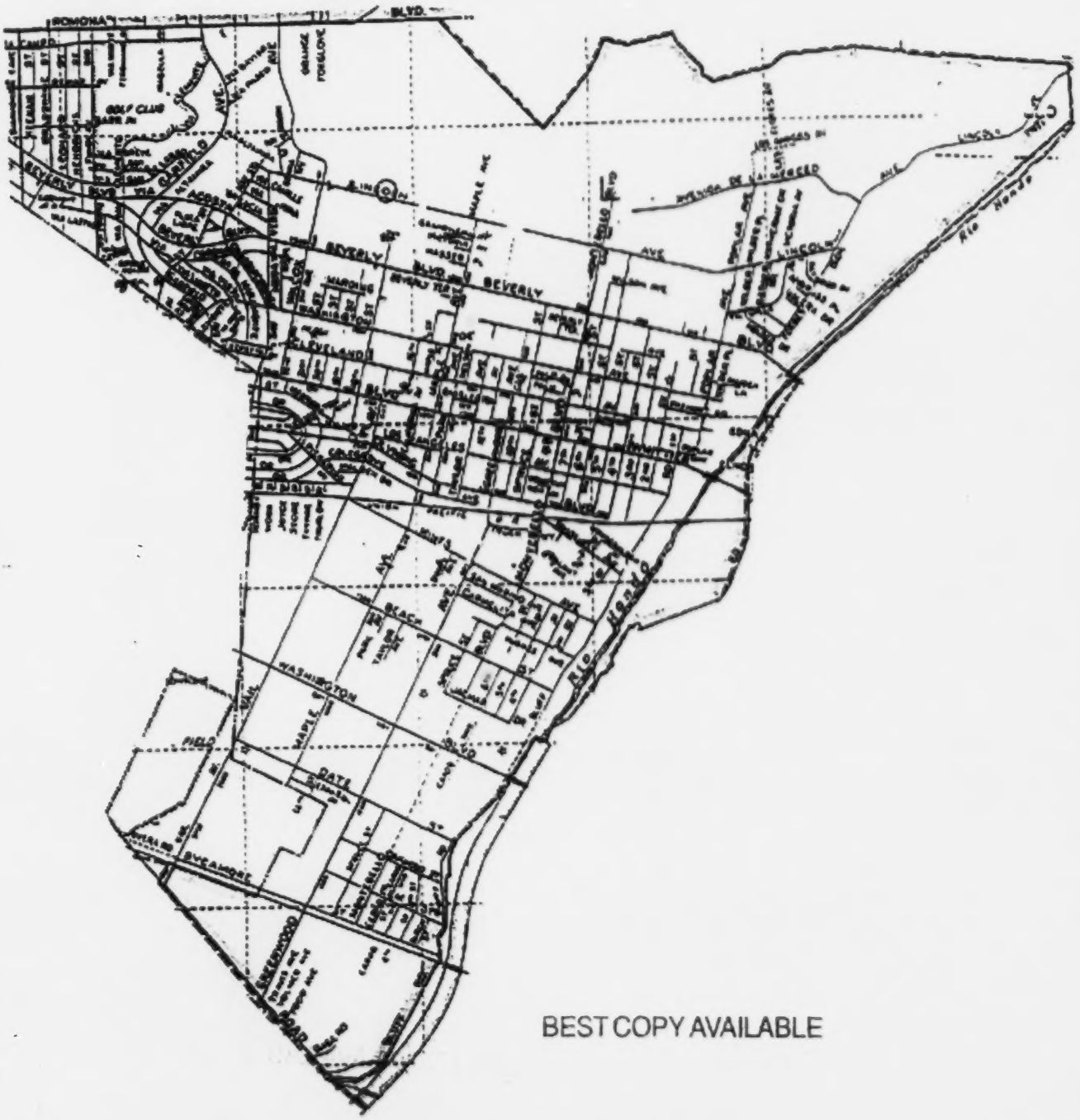
Appendix 11b

Hometown, U.S.A

1940s

Appendix 11c

Hometown, U.S.A.
1950's



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Appendix 11d

Hometown, U.S.A.
1960's

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Appendix 11e

Hometown, U.S.A.
1970's

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Appendix 11f

Hometown, U.S.A.
1980's

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Hometown, U.S.A.
1990's

Appendix 11g

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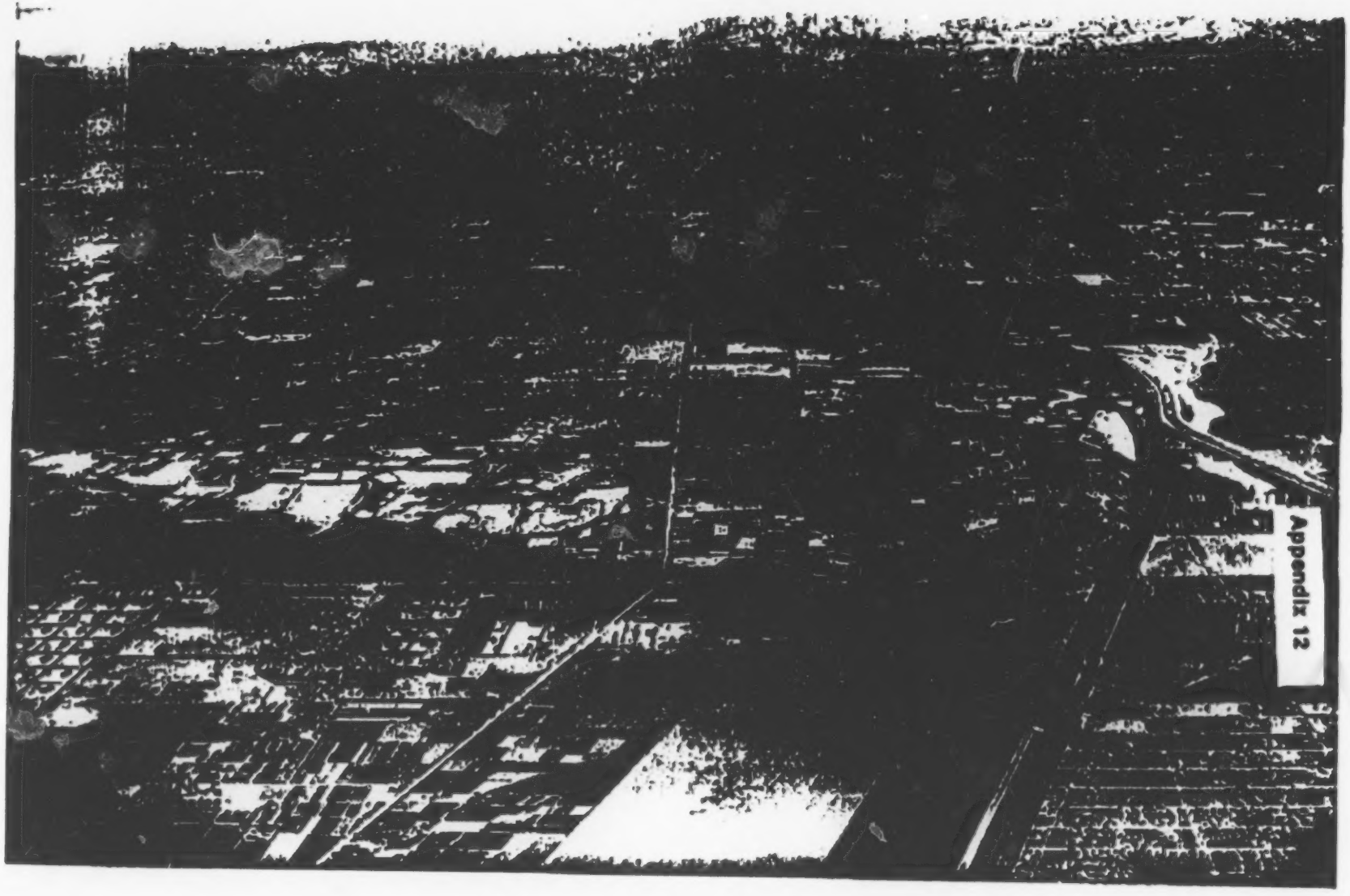

DOMINGUEZ HILL

LOOKING NORTH, 1936

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Appendix 13

Employment Application

Date _____

Name_____
(last) (first) (middle)

Address_____ _____
(number) (street) (city) (state) (zip code)

Telephone Number _____ Social Security Number_____

Male____ Female____ Age_____

Date of Birth _____ Place of Birth _____

Father's Name _____

Mother's Name _____

Education	Name of School	How Long Attended	Year Graduated
Grade School			
High School			
College			
Other Training			

Personal References

	Name	Address	Place of Employment	Years Known
1.				
2.				

Previous Employment

	Position	Dates Worked	Reason for Leaving
1.			
2.			
3.			

Appendix 14

Yellow Pages Scavenger Hunt

Use the yellow pages to find the name and telephone number of one business for each of the following categories. The business must be located in or near our community.

Restaurant _____

Theatre _____

Beauty Salon _____

Motel _____

Pet Store _____

Shoe Store _____

Auto Repair _____

Clothing Store _____

Florist _____

Newspaper _____

Carpet Cleaning _____

One Hour Photo _____

Auto Dealership _____

Appendix 15

Consumer Matrix

Item Needed	Good or Service?	Business Name and Address

Sample Letter

Dear_____,

Your help is needed for our Community Almanac Project. We need vintage (old) photographs of your family and the community that show fashions, street scenes, interiors of businesses and homes, celebrations, forms of recreation, people at work, transportation, etc. We would appreciate your lending us any photographs that look very different from today that might give the students an insight into the past. If you do not have any photographs of your family in the past, perhaps your relatives or friends do. We would like to have the pictures by _____.

Please be sure to put your name on the back of each photograph. If you can, write the exact or approximate year each photograph was taken. If you have any other information about the photographs that you think is relevant or interesting, please write it on the back or on an accompanying sheet of paper. We will take very good care of the photographs, and they will be returned to you when the project is completed. If you do not want to loan us the originals, color copies are acceptable.

Thank you in advance for your contributions to our history project. They are appreciated.

Sincerely,

Appendix 17

Scoring Guide
Historical Narrative for Our Community

_____Title (1 point)

_____An introductory paragraph describing the physical characteristics and location of your community (10 points)

_____A paragraph about the government of the community (10 points)

_____A paragraph describing the population of the community (10 points)

_____A paragraph describing the types of transportation in the community (10 points)

_____A paragraph describing the land use in the community (10 points)

_____A paragraph describing the businesses in the community (10 points)

_____A paragraph with at least two compare and contrast sentences that tells how the community has changed over time (10 points)

_____A paragraph describing the benefits of living in the community (10 points)

_____Proper conventions of writing

- Capitals (3 points)
- Punctuation (3 points)
- Proper spelling (3 points)

_____Well Organized (5 points)

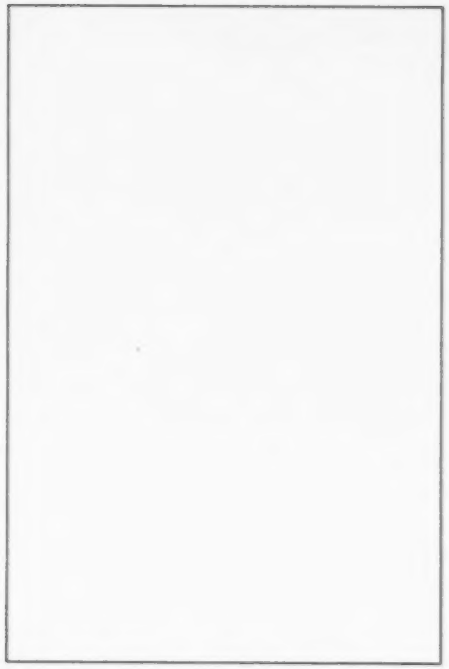
_____Historical Accuracy (5 points)

Comments:

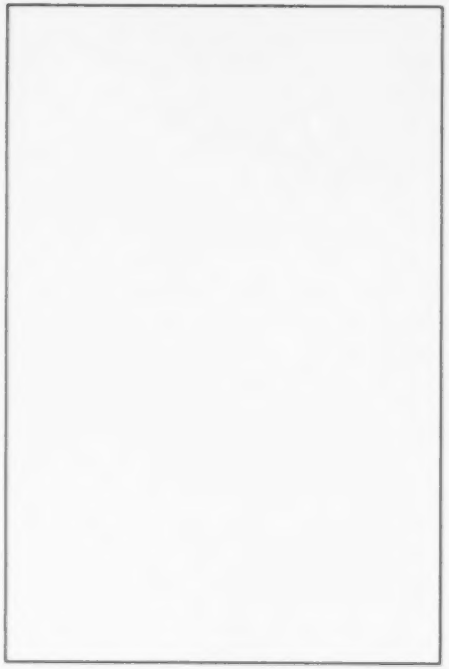
Student's Name_____ Total Points:_____/100

Appendix 18

POPULATION

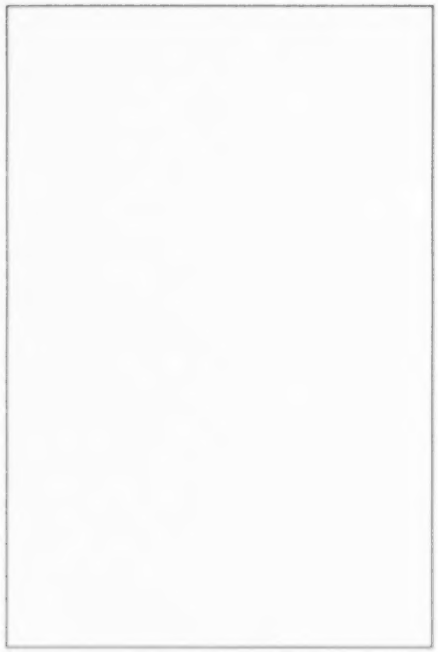


HISTORIC
PEOPLE AND EVENTS

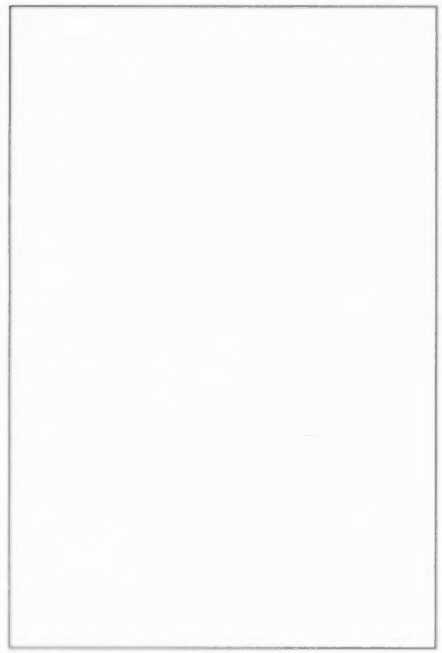


MY CITY AT A GLANCE

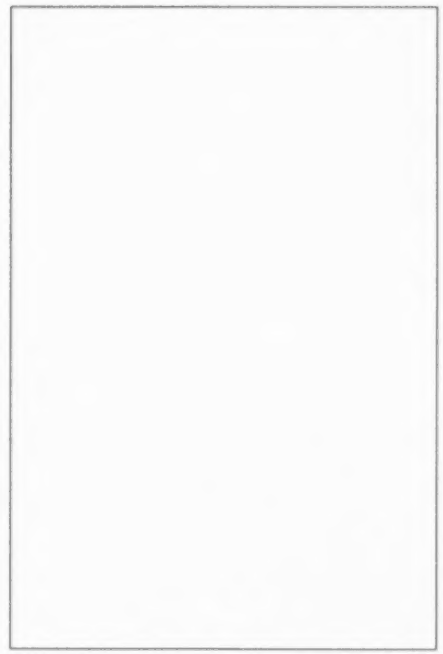
LAND USE



TRANSPORTATION



BUSINESS



Appendix 19

Old Home Day

Read *Old Home Day* by Donald Hall. The story traces the growth of a fictional New Hampshire village from prehistory to the bicentennial celebration of its founding. The book serves as a model for looking at the major events and key people in the development of a community. It also can be used to motivate students to study about their community, to provide an example of an historical narrative, and to strengthen the student's vocabulary.

Old Home Day is lengthy for third graders. Rather than reading it all in one sitting, it is recommended that you read and discuss each of the following sections:

- Pre-Columbian and early development up to and including 1840
- Changes over time from 1850 to the 1940s
- Recent times from 1952 to 1999

As you read each section of *Old Home Day*, discuss the following questions:

- Who were the key people that helped shape the development of the community?
- What historic events helped shape the development of the community (such as the coming of the railroad, the Civil War, World War !)?
- What effect did these events have on the people of the time?
- How did the community preserve the legacy of the historic people and/or events? (Civil War and World War I Monument, Historic Plaque for Enoch Boswell on the Town Hall)

As you look at some of the key people, notice the variations of names that developed over time:

- Enoch Boswell's name (Bussell, Buswell, Buswall, Buzzle, Bostell, Boswill)
- Lovells' name (Lovewell, Lowe, Love, Labelle)
- Charles Wittlesea's name(Whittleseth, Whittlesaw)

Portrayal of Key People – Cavalcade of Blackwater Heroes

Old Home Day uses a rich, vivid vocabulary. Many nouns and verbs are used to describe who the key people were and what contributions they made.

To develop this vocabulary, develop a Cavalcade of Blackwater Heores. Have each student in the class take on the persona of one of the characters in the story and have them tell the class what they contributed to the development of Blackwater. For example:

- Achille Lebeau came down from Canada to chop wood, then settled in Blackwater to farm
- Wesley Winters set up as a blacksmith
- Peter Lovewell built a tavern, where his wife, Priscilla, cooked for travelers
- Amos Buswell built a sawmill on the Black River. Then he built a gristmill, Then he started a bank for all the farmers who settled in Blackwater…

- Charles Whittlesea started a fishmonger's, Luther Lowe a livery stable, Algernon Bussett a butcher shop, and David and Lucille Labboud a general store,

Sine there may not be enough specifically named characters for each student you may wish to have students take on the role of farmers who:

- Cut down half the trees in the forest around Blackwater Pond to clear the land
- Boiled sap into maple syrup and maple sugar in the spring
- Picked berriers on the mountain in the summer
- Slaughtered a pig every autumn and ate salt pork and smoked ham all winter
- Sheared sheep, carded wool, spun it, wove it, and made their own clothes.
- Grew flax, made linen, and made more clothes
- Made soap twice a year

After each person has picked one of the events to portray, he or she needs to research the topic to find more information for their role play. Props can be made, drawings can be made, and if at all possible, appropriate artifacts can be used during the presentations.

Appendix 20

Biographical Scrapbook

Using the information you have gathered about a local historic figure who has made an impact on the community, work individually or in groups to compile a Biographical Scrapbook highlighting the contributions and impact of the person. Each scrapbook should include:

- Cover with a title
- Title page
- Name of each student who contributed to the scrapbook
- Contributions and/or impact your historic figure had on the community
- Time line of important events that occurred in the life of your historic figure
- A map showing key locations related to your historic figure (if possible)
- Photographs or a drawing of your historic figure (if available)
- Newspaper clippings about your historic figure (if available)
- Create a keepsake or souvenir or artifact that you imagine your historic figure would own. Be creative and use what you know about your historic figure to create something realistic. An explanation should be on the page with the keepsake.
- Create a letter or journal entry written about a day or event in your historic figure's life or one that was written by your historic figure.
- Any other idea you can think of. Try to come up with other things you can put in your scrapbook.

Appendix 21

Product Comparison

Read the labels and answer the questions. Be careful!

1.

Brand A	Brand B
Tomato Sauce 16 oz. 49 cents	Tomato Sauce 16 oz. 49 cents

Look at the labels closely. Which has more product? How much does each cost? Which is the better buy?

2.

Brand A	Brand B
Macaroni and Cheese 17 oz. 25 cents	Macaroni and Cheese 8 1/2 oz. 18 cents

Look at these labels closely. Which is the better buy, one large box or two small boxes?

3.

Brand A	Brand B	Brand C
Pure Orange Juice 1 quart	Orange Drink water, orange juice, sugar 1 quart	Orange Flavored Drink water, sugar, orange flavoring 1 quart

Look at these labels carefully. Ingredients are listed on labels in order of percent (%). In which of these beverages would you get the most juice?

In which one is water the main ingredient?

Do you get more juice in orange drink or orange juice?